



Working Together for Student Success

Quality Counts
Indiana Charter School Program Grant
REQUEST FOR PROPOSAL 84.282A
2020-2021
Final Approved Version
Final Due Date: Friday, July 31, 2020 12:30 p.m. ET
Technical Assistance Opportunities
Technical Assistance Webinar:

Submit application and budget at:

https://www.doe.in.gov/grants/charter-school-program

https://form.jotform.com/73124027451952

Endoral Brogram Title	Expanding Opportunities through Quality Charter Schools	
Federal Program Title:	Program (CSP) to State Entities	
Federal Agency:	U.S. Department of Education	
State Agency:	Indiana Department of Education	
CFDA Number:	84.282A	
Award Name:	Quality Counts FY 18	
Award Number:	U282A170017	

Important Dates

Tuesday June 9, 2020 and Tuesday June 23, 2020: Technical Assistance Phone appointments. Technical assistance also available by phone appointment throughout the application period.

Friday, July 31, 2020 at 12:30 PM ET: Proposal submission due date

Friday, July 7, 2020: Start of peer review period

Friday, September 4, 2020: Notification of initial awards

Friday, September 4, 2020: Project period start date—the date to which grant awardees are able to submit back reimbursements

Purpose of the Grant

Quality Counts emphasizes the opening, expansion, or replication of high-quality charter schools to ensure all students, particularly those from underserved populations, have the opportunity to meet Indiana's challenging academic standards. The funding shall be used to provide financial assistance for planning, program design, initial implementation, expansion, or replication of high-quality public charter schools. The federal funding will be utilized to evaluate the impact of charter schools on student achievement, including the use of state-level and local-level funding. Activities will facilitate the sharing of best practices between traditional public schools and charter schools. The IDOE will support these efforts through extensive technical assistance opportunities, including the strengthening of the charter school authorizing process.

Eligible Applicants

Indiana state law governs charter schools and charter school authorizers. According to IC 20-24-2-1, a charter school may be established to provide innovative and autonomous programs that serve the different learning styles and needs of public school students, offer appropriate and innovative choices, provide varied opportunities for educators, allow for freedom and flexibility in exchange for exceptional levels of accountability, and provide the community with an expanded opportunity for involvement in the public school system.

Proposals may be submitted to enable applicants to open a new school, expand an existing school, or replicate a high-quality public charter school. Prospective applicants shall utilize the definitions below to determine whether the entity is eligible to apply:

High-Quality: Quality Counts emphasizes high-quality charter schools, which are demonstrated by

New schools wishing to open

- 1) Based upon the submitted plan
- a. A new school applicant will be deemed high quality upon IDOE receipt of their peer reviewer score, which will be compared against the range of scores in that cohort and a threshold score requirement for applicants.
- b. If a federal accountability rating is available for a school applicant, it will be considered in evaluation of the application regardless of the length of time the school has been open, and will be used to determine high-quality.

Existing schools wishing to expand or replicate will be considered a high-quality applicant by meeting the below requirements and based upon the submitted plan which will be compared against the range of scores in that cohort and a threshold score requirement for applicants.

- 1) <u>Accountability federal rating of "Meets" or "Exceeds"</u>: Evidence of strong academic results, including strong student academic growth and performance on ISTEP (i.e. above state averages). If a federal rating is available for a school, it will be considered in evaluation of the application regardless of the length of time the school has been open. A school's federal rating may be found here.
- 2) <u>No significant issues</u> in the areas of student safety, school finance, and operational management, or statutory or regulatory compliance (e.g. least restrictive environment, English learner services); Compliance with this standard will require no open corrective action plans with the IDOE.
- a. Student Safety
- b. School Finance
- c. Operational Management

- d. Statutory or Regulatory Compliance
- 3) Meeting subgroups needs through success in significantly increasing student academic achievement, including graduation rates for all students served by the charter school and for each of the subgroups of students defined by section 1111(c)(2) of the ESEA (economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency); Compliance with this standard will require the school to not be considered under targeted support & improvement, as defined by Indiana's ESSA plan

Open and Prepare for the Operation of a New, High-Quality Charter School: A developer for a new charter school must have opened within the past three years (Fall 2017) or submitted a complete charter application and plan to open within 18 months. Evidence of a new school being developed should be in the form of authorizer meeting minutes documenting receipt or approval of a charter, a school corporation number issued by the IDOE, or documentation of an existing charter modification. Other evidence may be accepted per the discretion of the IDOE. A completed charter application must have been already submitted and be under review by an approved Indiana authorizer.

Replication of a High-Quality Charter School: Replicate means to open a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school under an additional charter. An applicant applying as a replication must meet the requirements listed under one, two and three above.

Expansion of a High-Quality Charter School: Expand means the applying school has experienced a significant increase in enrollment (20% or more student population growth) or has added one or more grades to a high quality charter school beyond the original charter in the **previous school year**. Anticipated or planned growth does not qualify as an expansion application. The significant increase in enrollment must have taken place in the previous academic year.

Early Childhood Programs: According to the CSP Guidance on the Use of Funds to Support Preschool Education (December 2014), CSP funds may only be used to support Indiana preschools in charter schools that also provide at least one elementary or secondary grade during the grant period. Charter schools that serve only preschool students may not be supported by CSP funds because preschool is not part of elementary education under Indiana law. Only pre-school programs that are included in the school's charter may be included in the grant application's budget.

Early childhood education programs shall be considered high-quality, to be satisfied by participating in Indiana's Paths to Quality (PTQ) and achieving a level 3 or 4 on the childcare quality rating and improvement system. Research shows that high-quality early childhood programs prepare children for future success through a high-quality educational environment. The PTQ system assesses and works to improve the quality of care and education.

In order to meet the definition of a charter school under section 310(1) of the ESEA, the preschool or any other charter school shall not charge tuition for any students within the school for any part of the day. The school may charge reasonable curricular fees. If the school charges curricular fees, there must also be a process for students who qualify as free and reduced lunch students to be given tuition assistance for these curricular fees.

Early Childhood programs must be a site that will offer pre-school or pre-kindergarten directly through the charter school, and include at least one grade in Kindergarten through 3rd grade. (Early Learning is defined as birth

through age 8).

The pre-school, and all grades and staff that are supported through charter school program grant funds must be included in the school's charter agreement with the authorizer.

Postsecondary: Refers to secondary charter schools (e.g. high schools) that promote a focus on college and career readiness programs for their secondary students, such as dual credit, international baccalaureate, advanced placement, or career and technical education are eligible to apply, if the school meets the above definition of a high-quality charter school program. Post-Secondary education is considered to be grades 9 through 12.

Rural: The charter school must be located in a rural local code, as defined by the U.S. Department of Education. If you are a new charter school and do not yet have a rural designation by the U.S Department of Education or the Indiana State Department of Education, we will use the local education agency in which the charter school is located.

Availability of Funds

The maximum award to a subgrantee shall be a total of \$900,000 for no more than two years, of which no more than 18 months shall be for post-charter planning (prior to the school opening). Additional time may be added to the grant (but not additional funds). Pending federal guidance, but is not a certainty. The planning period ends at the end of the business day before the first day of school. Thus, the grant recipient's first day of school (for students) will be considered the first day of year one implementation funds. The planning period budget may not exceed \$300,000 and the planning period timeline may not exceed 18 months. For grant applicants that plan to take a planning year, the grant life duration, a total of two years, would include the planning period and year 1 implementation year only.

There is no restriction on the amount of funding allocated in each implementation year. The funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Any funds not considered reasonable and necessary will be removed from the final approved budget and the department shall work with the grantee to modify the budget OR reduce the total award accordingly.

Spending is done at the applicant's own risk until the budget is formally approved by the IDOE and an executed contract between the grantee and the Indiana Department of Education is completed.

The IDOE expects to award between 10 to 15 subgrantees each year. An eligible applicant may use not more than 18 months for planning and program design and may not receive more than one subgrant under this federal grant award program.

A charter school that previously received CSP funds for the opening or replication of a high-quality charter school is not eligible to receive funds from this grant for the same or a substantially similar purpose. However, a charter school may be eligible to receive funds to expand beyond its original grades if the school is a high-quality charter school. A charter school may not have more than one Quality Counts subgrant at a time, but does not affect their eligibility for additional technical assistance opportunities offered through the Quality Counts grant.

The project period for each subgrantee shall be no more than two years. After the conclusion of each year within

the approved project period, the subgrantee shall submit all required documentation, including the annual performance report and financial expenditure report. Satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required in order to renew the grant after each fiscal year.

Actual award amounts are contingent upon the receipt of federal funding, availability of current funding levels, and the quality of the submitted grant, and the costs that are budgeted being reasonable, allowable, and allocable.

Use of Funds

Allowable activities that may be supported by CSP funds shall include one or more of the following:

- 1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with
- a. Providing professional development; and
- b. Hiring and compensating, ONLY during the eligible applicant's planning period (no more than 18 months) specified in the application for funds for one or more of the following
- i.Teachers
- ii.School leaders
- iii. Specialized instructional support personnel, such as special education or English learner teachers
 - 2) Acquiring supplies, training equipment including technology, and educational materials (including development of materials)
 - 3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction). Minor repairs and renovations must not increase the value of the property and may only qualify if they help the building meet structure codes and regulations as dictated by state or federal law. Renovations must be approved in writing by the IDOE and can only date back to the approval date of the application.
 - 4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school
 - 5) Further guidance regarding the use of funds can be found in the <u>CSP Nonregulatory Guidance</u>, specifically in sections D-2 through D-5 and the <u>US Department of Education's ESSA Flexibility Frequently Asked Questions (FAQ)</u> from December 2017.

In accordance with 2 CRF 200, all funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Justification of all costs provided within the budget narrative will serve in making all reasonable, allowable, and allocable decisions.

Monitoring

The department will utilize a risk assessment tool to determine the depth and breadth of monitoring required for subgrantees (CSP grant recipients). Subgrantees are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving the funds. Dependent upon the results of the risk assessment, subgrantees may participate in:

Desktop Review: Subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant through the annual performance report. Additionally, personnel reports of staff funded through the grant and an annual financial expenditure report shall be submitted.

Onsite Visit: IDOE staff shall conduct an onsite visit to identify progress toward meeting specific goals and objectives listed within the grant and the annual performance report. IDOE staff will review educational programming through classroom observations, interviews with staff, and a review of policies and procedures. Additionally, IDOE staff shall audit financial records to ensure appropriate evidence of expenditures and record keeping.

Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions including re-payment of CSP grant funds.

Requirements

Participating charter schools shall agree to comply with the same federal and state audit requirements as other elementary and secondary schools in the state. Schools shall meet all applicable federal, state, and local health and safety requirements while operating in accordance with Indiana state law. Each school shall have a written performance contract with the charter school authorizer that includes a description of how student performance will be measured on state assessments.

Each charter school project leader and board president shall sign further assurances stipulated within the grant in order to participate in the CSP project.

Enrollment Policy: Participating schools shall admit students on the basis of a lottery if more students apply for admission than can be accommodated. Schools may also satisfy this requirement by participating in Enroll Indy. Children who are enrolled in the immediate prior grade shall be automatically enrolled in the following grade level. In addition to preference for students already enrolled in a charter school, Indiana Code 20-24-5-5 provides that a charter school may give enrollment preference to children of the charter school's founders, governing body members, school employees, and preschool students who attended at least a Level 3 or 4 Paths to Quality preschool in the same charter school. In accordance with Indiana code IC 20-24-5-5, students who qualify for free and reduced lunch may also be given preference in school admission if the preference is specifically provided for in the charter application and approved by the charter school's authorizer. In order to meet the federal definition of a charter school, the preference must be slight, as determined and approved by the IDOE for federal grant purposes, and must be clearly defined in the charter application and school enrollment policy. No additional preferences may be provided for children outside of the descriptions above. In order to receive Quality Counts CSP funds, the preference in weighted criteria given to children of founders or employees must be limited to 10% of the charter school's total student population.

Tuition and Fees: Students shall be admitted at no-cost, including those enrolled in early childhood education or postsecondary education programs. Schools may charge reasonable curricular materials if the school participates in the textbook assistance program to ensure no barriers exist to enroll low-income children.

Under no circumstances may a family's ability to pay for curricular materials impact a student's enrollment or attendance in a charter school. Under Indiana Code 20-33-5-11, a charter school may not withhold curricular materials and supplies, require any special services from a child or deny the child any benefit or privilege because the parent fails to pay required fees.

Technical Assistance

The important dates listed within the application are provided to ensure all potential applicants receive adequate technical assistance to submit a high-quality proposal. Additional guidance may also be found in the <u>Nonregulatory</u>

<u>Guidance for CSP funds</u>, however this document is in the process of being updated. Technical Assistance meetings will be available on June 9, 2020 and June 23, 2020 and may be scheduled by e-mailing Charter School Specialist Amreen Vora at <u>avora@doe.in.gov</u>. If further opportunities for technical assistance are needed beyond these dates, then the prospective applicant may email the IDOE charter school specialists, Beatriz Pacheco at <u>bpacheco@doe.in.gov</u> or Amreen Vora at <u>avora@doe.in.gov</u>.

Submission Process

Email the full application and budget by the submission due date of Friday, July 31, 2020 at 12:30 p.m. EST, through the on-line portal. A team of expert peer reviewers will utilize the peer review rubric to determine the successful applicants. Submission of a grant application does not guarantee funding, as the application is competitive. Once an application has been approved, then further documentation will be required to process the application, including evidence of tax clearance and registration with the Indiana Department of Administration.

Applications must be submitted in PDF format only. Budget Documents must be submitted in excel format only. No other document types will be accepted.

Quality Counts:

Indiana Charter School Program Grant Application

2020--2021

Applicant Entity: Promise Prep Incorporated

Contact Person for Grant: Geoffrey Fenelus	Title: Executive Director
Total Grant Funds Requested: (Up to \$900,000):	
Planning Year: \$300,000	
Implementation Year 1:\$600,000	
Implementation Year 2: (If applicable)	
*Applicants must include a total of two grant years of fund	ling.
Application to: (check one)	Expected Date School will Open, Expand, or Replicate:
XOpen Expand Replicate	Fall 2021
School to Expand:	
School/Model to be Replicated:	
*If the application is to replicate a school, the school	
must be specified above and the school/model being	
replicated must have an A or B standing.	
Charter Authorization Approval Date: June 23rd, 2020	Charter Application Renewal Date:
If not approved, please check Pending: \square	
Indicate date on which charter application was	
submitted:	
Have you submitted a charter application for authorizer ap	proval to more than one IN authorizer agency within the
past three years?	
Yes: □	
No: ⊠	
If YES, please list to which authorizing agencies the applica	nt has submitted a charter application. Please provide the
date of application and indicate approval or denial status,	
Proposed Charter School Address: 1630 N. Meridian Street	, Suite 450 City: Indianapolis State: Indiana Zipcode:
46202	
Applicant Address (if different than proposed address):	
Applicant Telephone: 347-752-0044	Applicant Email: gfenelus@themindtrust.org
Fiscal Contact	
Fiscal Manager: Brian Anderson	Title: Director of Finance
Telephone: 312-259-8093	Email: brian@innovativeedsolutions.org

Charter School Board Contact Information		
1. Board President: Adam Milakofsky	2. Email: amilakofsky@thgrp.com	
3. Board President Address: 1630 N. Meridian Street, Suite	450 City: Indianapolis State: Indiana Zipcode: 46202	
Authorizer Contac	t Information	
1. Authorizing Agency: Indianapolis Office of Education Innovation	Authorizing agency contact person: Patrick Mcalister	
3. Authorizing agency contact telephone: 317-327-5527	4. Authorizing agency contact email: patrick.mcalister@indy.gov	
5. Authorizing agency address: 200 E. Washington Street In	dianapolis Indiana 46204	
20 U.S.C. § 5203(d)(3) requires all Charter School Program charter school authorizer and the authorizer must verify th submission. Signature by the designated authorizer official by the proposed charter school authorizer. If the applicant is currently in the process for authorizer ap the prospective charter school's application to the authorize Charter school applicants without an approved charter at t funds until the IDOE receives authorizer notification of an activities in the approved grant is grounds for forfeiture of Patrick McAlister	at the CSP applicant has notified them of application indicates that the CSP grant application is supported proval, the signature below does not indicate that er will be granted. The time of submission will not be able to access approved charter. Deviation from the timeline or the	
Little NOT	변 <mark>9</mark> /2020	
SIGNATULE REGOARASA	Date	

Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (please check each box by clicking inside the box).

- ☑ 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.
- ☑ 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open with 18 months.
- ☑ 3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.
- \boxtimes 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.
- ☑ 5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.
- ⊠ 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.
- ☑ 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the ESEA, specifically section 4303, which begins on page 246, in the hyperlinked document.
- ☑ 8. Subgrant recipients ensure that the Charter School will receive funds through programs

administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

☑ 9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.

☑ 10. It is the responsibility of each Charter School that receives funds under this grant to comply with all required federal assurances. Any Charter School that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

☑11. The applicant agrees that in order to receive funds from the FY 2018 CSP funds, they must have an approved charter granted to them by an authorizing body by the time of the anticipated beginning of the Planning Period or Year 1 listed in the grant.

☑12. I hereby certify the plans for safe school and emergency preparedness for the school corporation have been reviewed and revised if necessary as required by Title 511 IAC 6.1-2-2.5 of the State Board of Education rules. I certify that the school leader has submitted evidence to the state via https://www.doe.in.gov/safety/safe-schools-and-emergency-preparedness-planning-certification-form to indicate that such a plan is in place. Plan has been included as an appendix in the application. Evidence of submission of the plan is the confirmation of receipt e-mail sent to the applicant by the Office of School Building Safety. (Schools not opening this academic year, but the next academic year, are exempt from attaching this in their application.)

For more information about developing a Safety Plan, please contact the School Building Safety and Security Department at the IDOE, Steve Balko, Director, sbalko@doe.in.gov and Ryan Stewart, School Safety Academy Specialist, rstewart@doe.in.gov.

I have read the above and agree to all terms and assurances. Signature of Project Contact Date Signed Signature of Board President

Date Signed

Grade Levels to be Served			
Year (of Grant Implementation)	Grade Levels	Projected Student Enrollment	
Planning Year 0	N/A	N/A	
First Year 2021-2022	K-6	392	
Second Year 2022-2023	K-6	392	
Third Year 2023-2024	K-6	392	
Fourth Year 2024-2025	K-6	392	
Maximum 2025-2026	K-6	392	
Actual Expected X Free/Reduced Price Lunch: 75%	Special Education: 20%	English Learners: 25%	
Black: 64%	Native Hawaiian or Other Pacific Islander:	Hispanic: 27%	
American Indian:	Multiracial: 3%	Asian: 0%	
White: 6%	Male: 50%	Female: 50%	
Grant Requirements			
Expanded and Replicating Schools	s High Quality Determination		

Operational Management:
Statutory or Regulatory Compliance: □
English Learners: □
N/A: ⊠
By checking the box the expanding or replicating applicant confirms they are meeting subgroup needs: \Box
Compliance with this standard demonstrated by the school not being considered under targeted support &
improvement as defined by Indiana's ESSA plan. \square
N/A: ⊠
By checking the box, as a developer of a new, high quality charter school I confirm that the school has opened within the past three years (Fall 2017) or submitted a charter application and plans to open within 18 months.
N/A: ⊠
If the applicant is applying for one of the competitive priorities, the applicant confirms that they meet the
requirements listed in the instructions for:
Early Childhood Program: □
Post-Secondary Program: □
Rural Locale: □
N/A: ⊠

COHORT FOUR			
CSP Quality Counts Grant Applications Released			
December 13, 2019			
CSP Quality Counts Cohort 4 Application Due			
July 31, 2020			
Preliminary Award Notificat	Preliminary Award Notification		
September 4, 2020			
CSP Grant Breakdown by	Fund Expenditure Date	Funding Paguacted By Voor	
Year	Range	Funding Requested By Year	
YEAR 1			
(Planning Or Year 1	September 4, 2020 —		
Funds)	September 30, 2021	\$300,000	
*Planning Year is a	September 50, 2021		
maximum of 18 months			
YEAR 2 Funds	October 1, 2021		
(Grant Year 1 or Year 2)	October 1, 2021 –	\$600,000	
	September 30, 2022		
Total			
TOLAI		*Maximum: \$900,000	

^{*}Planning Year funds will be from September 4, 2020 through the day before the first day of school with students. If a grantee takes a planning year, Year 1 (and year 1 funds) will begin on the first day of school through September 30th of the following year. Please plan accordingly with your school fiscal calendar.

Charter School Program Areas Contacts		
	Contact Name: Geoffrey Fenelus	
Students with Disabilities:	Email: gfenelus@themindtrust.org	
	Phone Number: 347-752-0044	
English Learners (including Title III):	Contact Name: Geoffrey Fenelus	
	Email: gfenelus@themindtrust.org	
	Phone Number: 347-752-0044	
	Contact Name: Geoffrey Fenelus	
Title I, Part A:	Email: gfenelus@themindtrust.org	
	Phone Number: 347-752-0044	
	Contact Name: Geoffrey Fenelus	
Title II, Part A:	Email: gfenelus@themindtrust.org	
	Phone Number: 347-752-0044	

Management Organization Information

Will the school work with a charter or educational management organization?

Yes XNo

If no, skip to the next page.

If yes, name the management organization:

Employer Identification Number (EIN):

Is the management organization: For Profit Not for Profit

Employees of the school will be: XEmployed by the school

Employed by the management organization

Note about management organizations:

Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for the all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization.

Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.

If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm's length requirements. In order to be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:

- a) Whether the charter school's governing board is selected by, or includes members who are employees of the CMO or EMO;
- b) Whether the charter school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;
- c) Whether the contract between the charter school and the CMO or EMO was negotiated at "armslength," clearly describes each party's rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)
- d) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and
- e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal CSP Nonregulatory Guidance.

Optional Elements: Competitive Preference Priorities (up to 3 additional points)

Applications that address early childhood programs, postsecondary education, or rural area locations will receive preference points when applications are scored. Please see above instructions for guidance on qualifying for one of these three competitive preference points.

Applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer; however, all answer content must be included in the response area for this question. Applicants may not reference pages in their charter application or other appendices as a substitute for responses provided below. Appendices may be referred to for additional context to the applicant answer for each questions as appropriate. Appendices will not inform the rubric score on the below questions.

Clearly label your responses by section and question number for scoring purposes.

CPP1: Provide an overview of the early childhood, postsecondary, or rural area model, the expected targets and outcomes, and how the expected targets and outcomes, supported by qualitative or quantitative data or specific measurable and accessible goals, will impact one or more of the unique populations targeted in this section. Rural area models must be in a rural local code, as defined by the U.S. Department of education. **2 page limit for optional elements.** Indicate areas of focus:

 Early Childhood Postsecondary Rural Areas

Required Elements

In order to streamline the application process and to ensure that the application does not duplicate efforts from the charter application to the charter school authorizer, applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer, however, all answer content must be included in the answer to the question. Applicants may not reference to pages in their charter application or other appendices as a substitute for answers. Appendices may be referred to for additional context as appropriate.

Thirty page limit for required element responses. Page limit does not include appendices or budget.

Clearly label your responses by section and question number for scoring purposes.

- 1. Provide an overview of the project, including the **vision of the charter school** and expected outcomes aided by the CSP funds.
- 1a) Describe the vision of the charter school.

The **vision** of Promise Prep is that Indianapolis will become a city that delivers on the promise of equitable education for all children so that we end generational poverty.

Promise Prep's **mission** is to ensure all students, regardless of their family's income, race, or zip code have access to a high-quality education that enables them to become critical thinkers, have choices, capitalize on opportunities, and secure continuing economic advancement to positively impact their community.

At Promise Prep, we achieve our mission through these shared values:

We Serve: We serve students and their families first. Our priority is their success.

Results over Reasons: Above all, student achievement is extremely important to us and the reason we exist. Each staff member is responsible for our students' success.

Integrity: We are fair and treat people with respect and dignity. We are open and transparent.

Growth Mindset: We seek a better way - always. We are engaged in an ongoing cycle of goal setting, action, measurement, and reflection.

Obstacles into Opportunities: We don't give up. If it doesn't work, we fix it. We find a way.

Joy and Humor: Our positive, caring culture supports student and staff success. We love, we learn, we laugh, and we lead.

Truth over Harmony: We face reality, use data to inform our decisions, communicate honestly and respectfully, and hold each other accountable.

One Team: We are in this together. We may disagree, but at the end of the day, we support each other 100%.

Promise Prep seeks to partner with the Indianapolis Public School district to restart a chronically underperforming school on the Far Eastside of Indianapolis. During the charter application process, Promise Prep has developed relationships with key community stakeholders who are highly interested in collaborating with Promise Prep to provide input on how we can improve our school model and design.

1b) Describe the particular need for the school within the specific community, and the communication plan to the community about the charter school.

Need

The Indianapolis Department of Education provides data that shows Black and Latinx students make up nearly 72% of the district's population; additionally, nearly 70% of all students receive free or reduced-price lunch. Although Black and Brown students make up the majority of IPS students, they are among the lowest-performing in the district based on standardized testing. Quality education has traditionally been viewed as the best route for social and economic mobility. However, the data above shows that the route is not accessible to Black and Latinx students. This in turn has huge implications, resulting in gaps in critical areas like income, health, and education. Moreover, according to the POLIS Center at Indiana University-Purdue University Indianapolis, the city has a general poverty rate of 22 percent and a child poverty rate of 33 percent—both data points are well above the national averages and disproportionately affect Black and Latinx families. Several

neighborhoods in Indianapolis feel the impact of poverty and lack of quality schools. However, the Far Eastside stands out. People of color account for 74 percent of the neighborhood's residents and the neighborhood has an overall poverty rate of 29 percent.

Promise Prep emphasizes rigorous and engaging instruction that pushes students to be critical thinkers and see the joy in learning through our standards-based curriculum and rich, college-ready school culture. A majority of our students will likely have experienced poverty and its attendant challenges. At Promise Prep, we ensure that students are exposed to high-quality curriculum that pushes them to be on or above grade level. There are nine public schools serving the same grade levels as Promise Prep in a 3-mile radius of the Far Eastside neighborhood. Together, these schools serve just under 5,000 students--many of whom are Black or Brown. Three of the nine schools were most recently assigned an "F" on the state accountability system, while one earned a "D"; two of them were among the lowest-performing elementary schools in the district with combined proficiencies under 6%. The data above clearly underscores the fact that students of the Far Eastside are mostly not performing on grade level in math and ELA, which in turn creates potential barriers that may impact their ability to attend college or enter a career of their choosing. At Promise Prep, we believe we do everything for our students: it is the adults' responsibility to improve outcomes for our kids. That is why we heavily invest in training our faculty.

Communicating with the Community

Families and other community members have been engaged from the beginning of the design process of Promise Prep through surveys, one-on-one meetings, house meetings, and community gatherings. Promise Prep has also connected with over 150 community members. We also share updates through a monthly e-newsletter sent to our stakeholders. We will leverage social media platforms along with the e-newsletter to communicate upcoming events or needs. We will continue to meet with families who are interested in contributing to the design of Promise Prep. These meetings will each focus on a particular theme. We will keep an updated bulletin board near the entrance to our building that details upcoming activities and events. We have also attended neighborhood community meetings and provided information about activities at the school to neighborhood groups.

1c) Describe the curriculum framework to be used in the school, including the key evidence-based instructional practices and the research base that guides curriculum development.

Promise Prep Academic Approach

Our unique approach emphasizes a well-rounded education to ensure all of our students are prepared to succeed in college and beyond with the ultimate goal of ending generational poverty. Our school will establish a culture of joy weaved in with the expectation of learning and critical thinking. Students are recognized for academic achievement in equal measures to their representation of our values. The arts, physical education, and social and emotional learning are also integral parts of each school day.

English Language Arts

Promise Prep's approach to English Language Arts is grounded in the belief that in order for students to enter, thrive in, and graduate from college, they must have a command of reading, writing, speaking, and listening skills and a holistic understanding of literature and its purpose. The National Reading Panel states that teachers should adopt a "balanced" reading approach, with instruction in phonemic awareness, alphabetic

understanding, and automaticity with the code forming the framework of reading instruction. We are committed to delivering on good reading instruction that is explicit, intensive, and systematic. Such instruction is beneficial for all learners, but it is non-negotiable for students at risk for reading failure. Explicit instruction will teach specific reading skills that help students acquire the knowledge to decode print—skills that low-income urban learners don't always acquire through incidental learning.

At both the elementary and middle school levels, students engage in a Balanced Literacy approach that thoughtfully builds independence and empowers students to take ownership of their learning and goals. Promise Prep believes in a balanced approach that builds a solid foundation for all students, sparks curiosity, and cultivates a joy and love of learning. In order to develop well-rounded and empowered readers and writers, the Promise Prep Balanced Literacy program seeks to balance multiple approaches and instructional areas, including, but not limited to: Phonics, Guided and Independent Reading, Close Reading and Writing.

Promise Prep has made every effort to choose strengths-based curricula that support our academic approach and are aligned to Indiana State Standards. We also chose complex, rigorous curricula that teach transferable skills and habits, build students' background knowledge, are focused, and easy for teachers to implement, as identified by EdReports. The following curricula will be used by Promise Prep with a myriad of supports to ensure students receive an academically rigorous education that is adaptable for Exceptional Learners and English Language Learners. The curriculum will be delivered with fidelity and provide appropriate scaffolds, accommodations, and modifications when necessary. A variety of pedagogical techniques will also be used to support student learning. We are partnering with the Lavinia Group, a world class educational organization focused on closing the opportunity gap by supporting schools like Promise Prep to achieve phenomenal literacy and math instruction through leader and teacher training. They also support schools in making appropriate adjustments to curriculum to align with state standards. A summary of the selected curricula and their alignment to Promise Prep's academic approach is offered below.

Insight Humanities/ELA curriculum

The Insight Humanities program teaches core history content through literacy and project-based learning. The scope and sequence applies an "expanding environments" approach, starting with the localized study of family and community in Kindergarten and expanding both back in time and outward to a global scale by fifth grade. Units are designed to develop both content knowledge and reading and writing independence across grades. All units are thematically linked to the inquiry focus throughout the year and work backward from inquiry-based essential questions. Promise Prep will work with Lavinia Group to correlate each Common Core standard used to a corresponding Indiana standard. Units incorporate:

- Whole-class Read Aloud and Close Reading
- Reading Workshop, with dedicated time for independent reading and research
- Writing Workshop
- Individual and group project work
- Field trips or in-school guests and presentations

The scope and sequence and content selections were intentionally designed using culturally responsive

¹ Ascd. (n.d.). Retrieved from http://www.ascd.org/publications/books/110058e4/chapters/Delivering-What-Urban-Readers-Need.aspx

principles and practices. Across each unit, we will:

- Select diverse authors and books that provide affirming mirrors to reflect students' experiences as well as windows into people, places, and periods that are new.
- Organize our scope and sequence around community and social justice-oriented themes, or the "Inquiry Focus," in every grade.
- Reject a single story of history. Instead, Insight Humanities history-driven units highlight topics and narratives that are often marginalized, teaching a more complete and balanced history.
- Include robust world history studies to instill students' connection with and empathy for the shared human experience across cultural contexts.
- Provide daily lesson plans that incorporate essential elements of culturally responsive teaching and learning, including time spent on robust whole-class, small group, and partner discourse, honoring student choice during independent reading and project work, and infusing structures for collaboration and learning partnerships. Insight Humanities simplifies the fragmented approach often used to build an elementary schedule by integrating reading, writing, social studies, and read aloud into a single cohesive block. Doing so allows us to build our school day around the kids and the content, rather than isolated components.

Inisight's Humanities time is structured around these core components:

- **Insight Humanities:** Model and reinforce strong habits of reading and writing while strengthening student comprehension and content knowledge.
- **Guided Reading:** Rapidly move students as readers through small group instruction targeted at their individual instructional reading level.
- **Phonics (GrK-1):** Build student skill in letter-sound correspondence and decoding so they are equipped to apply these foundational skills to read for meaning.
- Close Reading (Gr2-8): Instill joy, confidence, and precision in reading and writing as students build independence navigating grade-level texts of all genres.

Natalie Wexler published an article in The Atlantic sharing her central argument that elementary education has gone wrong in America. In the early grades, U.S. schools value reading comprehension skills over knowledge. She claims that the results are devastating, especially for kids living in poverty. Insight curriculum delivers reading comprehension skills and knowledge simultaneously.

Eureka Mathematics

Promise Prep will develop students' conceptual understanding of grade-level content by using Eureka Math. Eureka Math is one of the highest ranked and most widely used curriculums in the U.S. The Scope and Sequence of the 22 units in Eureka meets the shifts of Indiana Core standards in that they address a focus on standards, coherence between and within grade levels, and an appropriate level of rigor in each standard (see Attachment F). Promise Prep will work with Lavinia Group to correlate each Common Core standard used in Eureka to a corresponding Indiana standard. Eureka Math focuses on units in grades K-5 and shifts to ratios in grades 6-8. Specifically, grades K-2 will focus on addition and subtraction, grades 3-5 will focus on multiplication, division, and operations on fractions with select denominators, grades 6-7 will focus on ratios and proportional reasoning with an introduction to rate of change, and grade 8 will focus on slope and linear functions.

Promise Prep will employ direct instruction within Eureka that includes fact fluency, conceptual understanding,

application practice, and a student debrief where students are asked to explain their thinking and reflect on their understanding. The debrief is particularly important as reflection questions are critical for students and help move the focus from performance to learning and internalization.

The concept development and application portion of the lesson will be highly collaborative. To ensure the highest leverage learning is occurring at this time, teachers will use the format below:

- <u>Conceptual Development</u>: Teachers use a variety of methods to introduce students to the math concept for the day.
- <u>Practice</u>: Students apply their new understanding of the math concept, along with their previous understanding of the concept, to solve a set of related problems independently or with a partner.
- <u>Discourse</u>: Teachers lead a whole class discussion to summarize the learning that students did during the lesson.
- <u>Exit Ticket</u>: Students apply their learning to complete 1-2 problems independently. After the lesson, teachers study the exit ticket to assess learning and plan for the next day's lesson.

Amplify Science

Amplify Science is a kindergarten to eighth grade science curriculum designed to meet 100% of the Next Generation Science Standards. It serves as a comprehensive curriculum complete with: detailed lesson plans; hands-on activities and materials; scientific texts; robust digital simulations; physical and digital models; opportunities for engaging student discussions; media; embedded formative and summative assessments; and a variety of effective teacher supports and options for professional development. Through investigations of scientific phenomena and real-world problems, students using Amplify Science learn to think, read, write, and argue like scientists and engineers, thereby gaining a better understanding of the natural and designed worlds.

Second Step

Second Step is a program rooted in social-emotional learning that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.

1d) Describe the specific strategies that will be used to support all students in meeting or exceeding Indiana Academic standards. Include how the educational program will be innovative, unique, and enable all students, including students with disabilities and English learners, to meet or exceed Indiana's challenging academic standards.

Promise Prep Academic Approach

Our unique approach emphasizes a well-rounded education to ensure all of our students are prepared to succeed in college and beyond with the ultimate goal of ending generational poverty. Our school will establish a culture of joy weaved in with the expectation of learning and critical thinking. Students are recognized for academic achievement in equal measures to their representation of our values. The arts, physical education, and social and emotional learning are also integral parts of each school day.

Technology

Students learn best in a vibrant learning community when they are talking, thinking, debating, and engaging with their peers. Our approach to technology use in schools ensures that any materials or systems enhance the blended learning experience without replacing instruction. On average, there is one computer for every scholar in grades 3-8. Scholars in grades K-2 have access to a combination of tablets and laptops. Promise Prep uses a variety of systems in order to provide individualization and opportunities for an extended school day with learning encouraged on these platforms before and after school. These platforms can also be used to inform intervention as well as improve instruction.

English Language Learners

At Promise Prep, English Language Learners will be identified through a Home Language Survey that will be given upon enrollment. For returning and transfer students, the previous year's WIDA assessment will be used to identify a student's level of English language proficiency. Students new to Indiana will be screened to determine their current level of English language proficiency. Once a level is determined, instructional coaches/teachers will be charged with developing and executing appropriate Individualized Learning Plans (ILPs) to meet the specific language needs of each respective student. Promise Prep's senior leadership team will partner with staff and potential community partners to communicate information to families in their native language. ILPs will be shared with general education teachers and families. These plans will embed explicit support and scaffolds to assist the student as they acquire the English language. The instructional coach will provide additional support to mainstream instruction. This instruction will focus on the areas of reading, writing, comprehension, listening, and speaking and will be aligned to Indiana's English Language Arts standards. In addition, students may be pulled out in small group settings to scaffold for newcomers' beginning levels of English proficiency. Classroom teachers will collaborate with the instructional coach to provide necessary testing accommodations such as read aloud, extended time, etc. when applicable. The instructional coach will also be charged with giving the annual WIDA assessment. In the event that Title III funding is awarded, it will be utilized to solely benefit language instruction for Limited English Proficient and immigrant students. In order to ensure our staff is prepared to deliver quality instruction to all of the students we serve, we will employ Sheltered Instruction Observation Protocol Model and train staff on the protocol, which includes lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review and assessment.

Special Education

Promise Prep is dedicated to serving and providing all students with a high quality education. It is the responsibility of the Executive Director, Director of Achievement, and Special Education Dean to ensure the Individuals with Disabilities Education Act and all Special Education Rules outlined in Article 7 will be followed with fidelity. It is imperative that the Special Education team and school leaders adhere to state and federal compliance mandates. The Special Education team, in conjunction with school leaders, will be charged with guaranteeing all move-in and annual case conference reviews are held in accordance with the timeline outlined in Article 7. Section 504 Plans and IEPs of newly-enrolled scholars will be examined to determine what services the scholars require, and to create a plan of action to meet those needs. If additional resources are needed beyond those that Promise Prep currently offers, we will seek outside providers to ensure the school can provide the full continuum of services needed.

Promise Prep desires to support a full spectrum of services to meet the needs of its students and recognizes that there are providers that offer areas of specialty. Thus, we will contract out for several services such as Speech and Language and Occupational Therapy. These outside services will be overseen by the Executive Director (or designee) and the Special Education lead. Special Education staff will be expected to monitor and adhere to all respective timelines outlined in Indiana IEPs and communicate weekly with the administrative team to ensure progress is being made on all educational goals.

Our approach for students with disabilities emphasizes inclusion in the general education classroom, where appropriate, and appropriate in-class and out-of-class supports. Promise Prep will serve students with disabilities within an inclusive, co-teaching model to the greatest extent appropriate. We believe that students with disabilities benefit from additional adult support and that there are many benefits of two teachers collaborating to plan and deliver high-quality instruction, especially when structures and supports are in place to ensure each student's needs are being met. Some of these structures include a hard deadline by which the general education teacher provides the special education teacher with materials that need to be modified for each student with an IEP, or a built-in time for co-teachers to meet with the Director of Achievement, Instructional Coach, or Special Education Lead to discuss achievement data of students with disabilities. In the planning stages, teachers will draw strategies from best practices that work with students with disabilities. Additionally, each teacher will be responsible for implementing the IEPs of all students in their classes, and seeking support for implementation when necessary.

In order to improve the performance of the school's students who have disabilities, we will employ an Education Manager or Special Education Coordinator who will focus on overseeing and managing the school's special education program. We will conduct a nationwide search to identify, recruit, and hire this individual.

Strategic interim assessments

We believe that student academic progress must be measured and analyzed frequently, and resulting action plans must then be efficiently and effectively implemented. Promise Prep's students will take interim assessments in mathematics and ELA approximately every six weeks. These assessments will be aligned with the content area's scope and sequence, such that the only standards assessed are those that have been taught prior to assessment administration. We intend to contract with an interim assessment provider. The results of these assessments, which teachers will be able to access within 72 hours of test administration, will be detailed and robust.

Responding to data

We will schedule up to five eight-hour professional development "data days" throughout the year during which teachers will be supported to create effective re-teaching plans and individualized instruction (i.e. tutoring) plans based on interim assessment results. These professional development days will be dedicated to analyzing interim results to determine overall classroom and grade-level performance on various standards (which can help determine if particular skills need to be re-taught) and individual performance on various standards (to determine which students need targeted tutoring support). Teachers commit to using class time to reteach and reassess the lowest performing standards on their respective six-week assessments.

Focus on literacy data

As literacy is a fundamental building block for all future learning, we will monitor our students' reading skills and progress carefully by using Fountas and Pinnell Reading as a baseline assessment for all students during the first two weeks of school to assess overall reading comprehension, accuracy, and fluency and to measure progress against grade level benchmarks. At least four times per year, teachers will use the Fountas and Pinnell Literacy Assessment to assess all students on independent reading readiness and reading skills in the areas mentioned above.

Promise Prep will also track students' progress toward mastery of standards via in-class assignments and assessments. Report cards will be distributed four times a year shortly after the end of the grading term. Parents/guardians are required to meet with the child's teacher to review and receive the report card after the 1st and 3rd terms. Report cards list a student's proficiency for each of the standards identified for mastery during that term, attendance records, and a description of the student's behavior and social developments. Leaders will have weekly data meetings to review, access, and create actionable steps around teacher development, school culture, and academic progress. Teachers will have weekly data meetings to review student data in both academics and behavior. As a school community we will also engage in data days to review student interim assessment data.

1e) Describe how the school will developed 21st century skills or prepare students to be college and career ready in future postsecondary and workplace environments.

Developing 21st century skills and better preparing students to be college and career ready is at the core of Promise Prep's model. We are committed to the following:

College and Career Prep: We believe in the unique potential of our students. With love and high expectations, we support them in finding their own path to success. Whether they want to attend college or start their career right after graduation, we make sure our students are prepared for both so they can make the choice that's right for them.

Rigorous and Engaging Instruction: Our academic program is designed to bring students rigorous, engaging instruction in a fun, joyful environment. We do that through a relationship-driven classroom culture, thoughtful use of data, and a continuum of student support. The foundation of our approach is a comprehensive investment in faculty development.

Well-Rounded Education For All Students: Not only should school be academically rigorous, it should also be fun, safe, and structured. From arts, sports, and recess to character development, we infuse the student experience with numerous opportunities to develop interests, hobbies, and passions in and out of the classroom. We are also deeply committed to being culturally responsive.

Family and Community Partnership: Families are a child's first and most important teachers. Together, we are partners in education. Our doors are always open and we encourage families and community partners to stop by anytime to see what's happening in the classroom or to talk to school leaders and teachers.

Character Education

Character development during childhood may potentially have huge affects how a worker performs at his or her job in adulthood. It is important that students have a strong foundation in values as they face challenges and begin careers. Character development is not an "add-on" at Promise Prep, it is the foundation upon which our college-ready curriculum is built. Although many schools support character growth, what distinguishes Promise Prep is our holistic approach to character development and our distinct character-building practices. While our

primary goal is the development of each child, our experience has taught us that all constituents, including students, families, and teachers, must strive for personal growth in order for students to achieve it. For this reason, 100% of our community members regularly participate in Promise Prep's character program, from family members to school leaders to staff. Our collective effort, authentic partnerships with families, and consistent self-reflection attend to the greater humanity of the children we serve, something we believe other urban schools too often miss. Program elements appear below:

College Prep Program

Promise Prep's commitment to ensure every student is prepared to succeed in college goes beyond a caring, supportive school environment and rigorous academic preparation; our school is preparing scholars, starting in Kindergarten, with the skills, knowledge, and exposure they must harness to leverage college as a tool to end generational poverty. Below you will find elements of our college prep programming:

- All students, families, and teachers sign an annual Commitment to Succeed in College Certificate.
- Promise Prep Academies encourage families to open IN 529 College Savings Accounts. We match annual contributions of \$50.
- Promise Prep welcomes visitors across all campuses for our annual College and Career Week in May.
- Grade level teams take annual college visits to colleges and universities in Indianapolis and beyond.
- Each grade will be associated with a college conference. This will expose the students to a diverse group of colleges throughout their academic experience.

Social Emotional Learning & School Culture Second Step

The Second Step K–5 Suite provides a fully integrated framework for protecting elementary school students and promoting their social, emotional, and academic success. By combining our Bullying Prevention Unit and Child Protection Unit with our foundational Second Step Social-Emotional Learning, we have simplified an approach for safe, supportive schools. Each component's lessons are age-appropriate, easy to teach, and fun to learn.³

Middle school is a time of change. Second Step teaches powerful skills and competencies such as handling strong emotions, setting and meeting goals, making good decisions, and forging positive relationships while building the safe, supportive learning environment middle schoolers need to succeed.⁴

1f) Describe how the school will sustain activities when CSP funds are no longer needed (use to inform your sustainability budget year)

The CSP funds will be utilized for the initial trainings, capacity building, salaries, supplies, and equipment needed to start a school. The salary costs will fall into general fund costs in the first year of per pupil funding. Professional development (i.e., trainings, capacity building) costs will be supplemented through Title I funding as enrollment increases and less professional development money will be needed as staff capacity is built during the start-up phase and the school is able to utilize a train-the-trainer model. These ground floor trainings funded

² College Prep for Children in Grades K-8. (n.d.). Retrieved from http://www.gocollege.com/admissions/preparing/childhood/

³ Elementary School Curriculum: Evidence-Based Social-Emotional Learning Program: Second Step. (n.d.). Retrieved from https://www.secondstep.org/elementary-school-curriculum

⁴ Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social–emotional competence: An evaluation of the elementary version of Second Step®. Journal of School Psychology, 53(6), 463–477. doi: 10.1016/j.jsp.2015.09.002

through the CSP grant build internal capacity to train staff in future years and allows the school to sustain these activities beyond the life of the grant. Each year we will reserve a percentage of our general fund operating budget for technology, the replacement and maintenance of tools, and instructional materials to ensure the continuation of the programs and school model that the grant initially funds. The school is also working to intentionally use programs that require less year-to year replenishment of materials for instruction. An example of this is the use of guided reading. Up front the school will have to purchase book sets to use with students and resources for each teacher. These resources can be used year after year, maintaining our sustainability so that CSP funds are no longer needed. CSP funding has intentionally been used for true start-up purchases and capacity building. These are all purchases that are needed up front but are not required long term. Any small ongoing need can be replenished through growing per pupil funding, Title I, and grant efforts.

- 2. Provide an overview of the **expertise of the charter school developer(s)** to open, replicate, or expand the high-quality charter school.
- 2a) Identify the key personnel involved in the development and describe their previous experience.

Mr. Geoffrey Fenelus will serve as the Executive Director for Promise Prep. Joining Mr. Fenelus on the founding leadership team is Kristy Jones and Leland Brown III. Ms. Jones will serve as the Assistant Principal and Mr. Brown III will serve as the Director of Operations.

Mr. Fenelus has served students in grades K-12 across all education sectors for 10 years. Throughout his career he has worked in high poverty schools as a teacher, dean, assistant principal, and principal. In the South Bronx he worked in the poorest congressional district in the country and still was fortunate enough to work with kids that were able to achieve great things academically and socially. At Success Academy Bronx 1 Mr. Fenelus established a high bar of rigor, structures, systems, and use of data to move kids academically and behaviorally. He formed strong partnerships with families and held them accountable for being active participants. Eighty-three percent% of his students passed the ELA New York State Exam and 98% of students passed the Math New York State Exam. Lastly, at PAVE he led the process of turning around a neighborhood school. PAVE had seen seven principals in five years. The inconsistency in leadership had a huge impact on student achievement, community trust, and school culture. As the leader he worked extremely hard with his team to improve student academic achievement, school culture, and family partnership. He is a graduate of Relay Graduate School of Education's National Principals Academy Fellowship and holds a certification in Teaching Urban Adolescents with Disabilities from the New York State Department of Education, an M.S. in Education from Long Island University, and a B.A. in Economics from Wheaton College.

Kristy L. Jones is a native of Marion, Indiana and a proud graduate of Indiana Wesleyan University where she received both her Bachelor's and Master's degrees. She gained her teaching experience at Lawrence North and North Central High Schools both in Indianapolis, Indiana. After nine years of teaching mathematics, she became an administrator at Andrew J. Brown Academy, a K-8 charter school on the Far Eastside of Indianapolis. She started as the Dean of Intervention and after one year was promoted to Middle School Dean where she created and implemented an academic plan that significantly increased student achievement and transformed the culture of the middle school. Kristy played a major role in the school's turnaround efforts moving the school's state letter grade from an F to a C. She has been a District Math Coach for Indianapolis Public School's East Learning Community and served as Assistant Principal at George Buck Elementary School 94, a turnaround

school on the district's far eastside. Kristy is a Certified Life Coach, Certified Human Behavior Consultant and a collaborating author of the book "Positioned to Prosper: A Collaboration to Encourage Bold Moves".

Kristy is passionate about education and helping others overcome adversity in order to reach their goals. This passion combined with over 15 years of experience as an educator led to the establishment of *Kristy Jones Transformation Consulting, Inc.*, where she provides guidance to her clients as they navigate the transformation process through coaching and/or consultation. In addition, she is the founder of *Spirit of the Village, Inc.*, a 501©3 nonprofit organization committed to strengthening and supporting the family unit through community partnership and involvement, parent empowerment, educational development, and youth engagement.

Leland Brown III is a native of Galveston Island, Texas and was recently employed by the NCAA's Office of Inclusion. He earned his bachelor's degree at Bethel College – KS, with majors in English and Communication Arts with teaching endorsements in English Education & Speech and Theater Education. While at Bethel College – KS, Leland was the captain of the Thresher Football team, president of Fellowship of Christian Athletes, Vice-President of Kansas National Education Association, and a Campus-wide Chaplain. In addition, Leland sang in the Concert Choir, performed in several theater productions including operas and musicals, and was an award-winning speech and debater.

Upon graduating from Bethel College – KS, Leland served as an Admission Counselor responsible for recruitment and developing strategic partnerships aimed at building the higher education pipeline for students of color from low socioeconomic backgrounds and rural communities. Leland also served at the University of Cincinnati as a Program Coordinator for the Office of Ethnic Programs and Services responsible for researching, benchmarking, and overseeing all diversity, equity, and inclusion initiatives, programming, and outreach for the 45,000 student population. While at the University of Cincinnati, Leland received the Unsung Hero Award from the United Black Student Association and received Cincinnati's 30 Under 30 Honors. With over five years of experience working in multifarious facets and landscapes of higher education in the areas of admissions strategic outreach, stakeholder management, event operations, external engagement, diversity and inclusion programming, employee resource building, personal budget management, diversity research, and communications, Leland is adequately prepared to be a Director of Operations.

2b) If selecting to replicate or expand a high-quality school, provide data and analysis that clearly demonstrates the model replication or expansion will deliver strong academic growth and student achievement while displaying no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance) The analysis must reference the school's Annual Performance Report found on DOE Compass (or a similar report if not an existing Indiana model).

If applying for funds for a new school, please provide data, research, and analysis that support your new school's model and how it will deliver strong academic growth and achievement. Please present your plan for preventing issues in operational management, school safety, school finance, and statutory/regulatory compliance.

In developing the school model for Promise Prep, data and research were carefully analyzed to determine the need for the school as well as what school model would be most effective in reaching high need students in the area. Promise Prep's model emphasizes college and career prep; engaging and rigorous learning; well-rounded experiences through academics, athletics, and arts; and family and community partnerships. The curricula we

have chosen to employ at Promise Prep has been chosen because of its strong track record of academic growth and achievement in both mathematics and English Language Arts.

The curriculum choices were selected with the support of the Lavinia Group, a high performing group of educators that works with schools across the country. All of the curriculum writers and editors designed curriculum and ran schools in the Top 1% of New York State. The Lavinia Group has partnered with schools over the past 5+ years to implement these curriculum options, and their partner schools have seen tremendous gains in student achievement. For example, from 2015 to 2018 New York City schools grew 17 points in the percentage of students who passed the ELA exam. In that same time frame, schools that partnered with the Lavinia Group experienced the gains below:

Partner 1 (2 schools): 37 point growth Partner 2 (5 schools): 33 point growth Partner 3 (2 schools): 29 point growth

Partner 4 (3 schools): 21 point growth (this network of schools grew to 91% of students passing, making it the

highest)

Promise Prep's risk management philosophy begins with its corporate structure. Board and staff will be subject to various policies designed to minimize risk, including: conflict of interest, financial internal controls, records retention, and a whistleblower policy. These policies outline specific processes and actions and will be reviewed and updated annually. The Treasurer of the Board and the Finance Committee will formulate the financial policies and procedures. Promise Prep will contract with an outside consultant to provide ongoing financial oversight. It is highly important to Promise Prep that financial responsibility and decisions be managed in a consistent manner that follows outlined procedures and documentation practices. The Executive Director will have authority designated by the board to manage budgeted expenditures. Given board-determined thresholds, the signature of the Board President, Treasurer and/or Executive Director will be required for purchases and full board approval may be required for large purchases as outlined by defined financial policies. At a minimum, at least three different people will be involved in each transaction from beginning to end. These practices ensure internal controls are in order.

Furthermore, Promise Prep is also working closely with its charter authorizer during their planning year to create systems and structures to ensure operational management, safety, and regulatory compliance. Promise Prep has currently signed on with a payroll organization who will handle all HR, payroll, benefits, and taxes. The Mind Trust fellowship has afforded school leadership valuable planning time to learn from other successful charter school leaders and set-up efficient operational systems. Promise Prep has begun a safety plan and the plan will be revised with further detail once a building is secured. Promise Prep will also partner for state reporting and compliance in its first few years of operation with the intent to work shoulder to shoulder with partners to learn these operational processes and build capacity.

3. Provide an overview of the **charter school goals**.

3a) Describe 3-5 specific, measurable goals to address the academic outcomes of all students that specifically related to activities within the *Quality Counts* CSP grant and the methods for which the goals will be measured. This must include student achievement data from the state content assessment.

Goal 1: 75% of students attending Promise Prep for a minimum of 162 days will grow by two grade levels in ELA as measured by the Fountas and Pinnell reading assessment by the end of each school year.

The Fountas and Pinnell reading assessment will be given at the beginning, middle, and end of year in all grade levels. Literacy is a fundamental building block for all future learning, we will monitor our students' reading skills and progress carefully. Teachers will use the Fountas and Pinnell Literacy Assessment to assess all students on independent reading readiness and reading skills in the following areas: comprehension within, beyond, and about the text; writing about reading; fluency; phonemic awareness; letter names; early literacy behaviors; phonics and word analysis; high frequency word reading; and vocabulary knowledge. Fountas and Pinnell reading levels will be aligned with Lexile growth to track necessary progress.

Goal 2: 75% of students attending Promise Prep for a minimum of 162 days will grow by two grade levels in Mathematics based on the state standard aligned Eureka math interim assessment by the end of each school year.

The Eureka Math Interim assessment will be given at the beginning, middle, and end of year in all grade levels. Each assessment evaluates the math content that has been taught up through the point of the school year and is aligned to the Indiana state standards. Grades K-2 take a paper-based assessment with 8-10 verbal and non-verbal constructed response questions that require students to solve problems and show their work. Grades 3-6 take a paper-based assessment for the first interim assessment with a mix of question types, simulating the various question types on ILEARN that do not require technology to simulate. Students take a computer-based assessment for the second and third interim assessments using the AIRways platform, simulating the experience of the ILEARN exam.

Goal 3: Promise Prep will retain 85% of students and families from the prior year.

We believe that building strong family-school relationships - and building a strong school community to which families feel strong ties - creates a strong foundation through which we can achieve excellent achievement results. To that end, Promise Prep will invest heavily in efforts to build and develop these relationships. Family recommendation to our school is a strong indicator of parent satisfaction. At Promise Prep, we pride ourselves on having a strong service-based mentality. Parent surveys will be administered at the school to ensure families have support and the resources to answer the question online or paper base. Leaders and key staff will be trained on how to administer the survey. Promise Prep will track student enrollment from the end of the school year to the beginning of the following school year to measure whether or not 85% of student retention has occurred. Promise Prep will track student retention using the Student Information System.

<u>Goal 4: Promise Prep will retain 85% of all staff that meet or exceed expectations based on their Danielson</u> Evaluation Framework.

The Danielson Evaluation Framework was designed to gauge progress in Instructional Practices, Observational Feedback, and the progress toward individual goal roadmaps. Promise Prep will use this framework to measure the achievement by conducting a beginning, middle and end of year based on observational feedback and individual reflection. Based on the staff's individual score on the Danielson Evaluation Framework rubric will allow Promise Prep to retain staff based on score and outcome. If a staff member meets or exceeds the expectations of the outcome of the framework, this will allow Promise Prep to retain high-performing staff. In addition, Promise Prep will conduct a mid-year staff survey and mid-winter staff survey to get a baseline

assessment of which staff expect to return the following year, which will be documented in the mid-year evaluation.

Goal 5: Promise Prep will improve overall combined pass rate results by 5% in Grades 3-6 in ELA and Mathematics on the ILEARN state assessment by year following the baseline of the prior year.

Promise Prep will use the Airways platform to stimulate the experience of the ILearn assessment using standard based questions aligned to the Insight Humanities and Eureka Math Curriculum which align to the Indiana State Standards. This benchmark assessment will allow Promise Prep to monitor scholar progress in the beginning, middle and prior to taking ILEARN in the spring of each school year. The student data from the interim assessments will allow Promise Prep staff to implement curriculum mapping, provide remediation and advance students past grade level content to ensure all student intellectual needs are a priority. Promise Prep staff will set student-specific goals based on their beginning-of-year benchmark outcomes. This goal will include each scholar making a full year's growth from their baseline and includes focus on student skill gaps.

3b) Describe how the school will ensure all stakeholders, including staff, students, and community are aware of the school's goals.

Promise Prep staff will be dedicated to achieving academic and operational goals. We will have quarterly evaluations with our authorizer, the Mayor's Office of Education Innovation, where progress on school goals is a topic of those discussions. School goals will be communicated to parents, families and staff through email, visual data boards, and by mentioning progress at the beginning of important events. School leadership will reinforce communication of these goals at staff meetings and monthly board meetings. Teachers will also be equipped with information allowing them to share the data with students in their classrooms. The Board will receive a metrics dashboard at monthly board meetings to track progress toward targets and goals. PP will host parent nights throughout the year to discuss school goals, student progress, and school operations. We plan to issue a school newsletter to parents and staff and a monthly newsletter to external partners. These serve the dual purpose of being informative while soliciting feedback.

Goals will be visually posted throughout the PP campus and feedback from students and families will be collected surrounding the communication of school-wide goals. Each year an annual parent, student, and teacher feedback survey will be distributed. Within that survey goals progress will be referenced and feedback solicited. In the greater community representation from the community center and residents will sit on the school board. School personnel also attend local community partners meetings or Neighborhood meetings to collaborate and gain feedback. At least twice per year school leadership is given meeting time to share about school progress and partnership.

- 4. Provide an overview of how the charter school expects to accomplish the goals stated in section 3 with the **use of the CSP funding**.
- 4a) Provide a budget narrative to address each year's anticipated spending plan and provide an explanation for how each year's budget plan is aligned with the outcomes proposed in the grant and the school's program model. In the budget sheet, please include a detailed line item budget. Sufficient detail must be provided in the line item budget to explain each requested item.

Pre-Opening Year

General Supplies

\$6,000 - Advertising & Marketing Supplies: Funds will be allocated to purchase marketing items to be used at local recruitment and community events. It is necessary to promote the school brand and have frequent contact with families in order to meet enrollment targets.

\$5,000- Bridges Math Intervention Program: Funds will cover the cost for the Bridges Intervention math program. This program provides targeted instruction and assessment for essential K–5 mathematics skills within a tiered system of support. The small-group instruction and ongoing progress monitoring are consistent with a Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS) framework. This directly impacts goals 2 and 5.

\$4,000- Classroom Supplies: Funds will be allocated to purchase classroom supplies to ensure scholars have the materials they need in order to successfully implement rigorous instruction. This will impact goals 1-5. **\$24,000**- Lavinia Groups Close Reading Guides: Fund will cover the cost for Lavinia Groups Close Reading Guides. Close reading guides help instill joy, confidence, and precision in reading and writing as Promise Prep builds student independence navigating grade-level texts of all genres. This directly impacts goals 1, 2, and 5. **\$20,000**- Insight Humanities curriculum: Fund will cover the cost for The Insight Humanities curriculum. The program teaches core history content through literacy and project-based learning. The scope and sequence applies an "expanding environments" approach, starting with the localized study of family and community in Kindergarten and expanding both back in time and outward to a global scale by fifth grade. Units are designed to develop both content knowledge and reading and writing independence across grades. This directly impacts goals 1, 2, 4, and 5.

\$10,000- Guided Reading texts:Fund will cover the cost for Guided Reading texts A-Z for the school bookroom which allows teachers to provide small group targeted instruction at student readiness levels. This purchase directly impacts goals 1 and 5.

\$30,000- Eureka Mathematics: Fund will cover the cost for Eureka Mathematics for classroom instruction. Eureka Math is one of the highest ranked and most widely used curriculums in the U.S. The Scope and Sequence of the units in Eureka meets the shifts of Indiana Core standards in that they address a focus on standards, coherence between and within grade levels, and an appropriate level of rigor in each standard. This directly impacts goals 2 and 5.

\$5,400- Funds will be allocated to purchase teacher supplies to ensure teachers have the materials they need in order to successfully implement rigorous instruction. This will impact goals 1,2,4 and 5. Supplies to purchase will include: paper, pens, pencils, crayons, primary lined writing paper, glue, scissors, bulletin board supplies, white board supplies including markers and erasers, and add'l teacher supplies, as needed.

\$4,600- Staff Development: Funds will cover the cost for the Summer Institute for staff development for 10-day staff onboarding prior to the opening of school. This is critical to ensuring all staff understand operational practices, programming, and curricula. This directly impacts goals 1, 2, 3, 4, and 5.

Professional Services

\$5,200- Marketing Consultant: Funds will be allocated for online social media marketing and advertising. Through marketing vendors, we will strategically target students and families within the community to learn about Promise Prep's mission, vision, community events and enrollment opportunities through various online platforms (facebook, instagram, twitter, etc). The funds allocated for Advertising, Marketing and Recruitment

will make it possible for the school to successfully achieve enrollment targets, which will directly support goals 3 and 4.

\$18,000- Lavinia Group Consultant: Fund will cover the cost for a Lavinia Group Consultant that will support promise prep with ELA/Math curriculum implementation and leadership instructional development. Lavinia Group consultants are obsessed with reversing the opportunity gap by helping our partner schools achieve world-class literacy and math instruction, through world-class leader and teacher training. Whether as superintendent, principal, or classroom teacher, each Lavinia Group team member has delivered phenomenal results on behalf of the students that they served. This directly impacts goals 1, 2, 4, and 5.

\$2,100- Fountas & Pinnell Benchmark: Fund will cover the cost for the Fountas & Pinnell Benchmark Assessment Systems. The assessment helps determine the student's independent and instructional reading levels. Teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction. This directly impacts goals 1, 2, 4, and 5.

\$11,000-Financial Consultation: Cost includes seven months of Financial Consultation Fees of \$750/ month for Pre-Opening Year. Center for Innovative Education Solutions will provide financial oversight, short-term and long-term budgeting services, grant management, business services. CIES will assist in managing the financial operations of Promise Prep. This will include monthly budget reports and fiscal oversight and directly impacts goals 1, 2, 3, 4, and 5.

\$4,000- HR Consultant: Cost includes four months of consultation fees at \$1,000/ month for Payroll, HR and Onboarding. Promise Prep will contract with Paylocity for payroll, human resource and onboarding services to ensure the human resource needs of the organization are run efficiently and effectively. This directly impacts goal 4.

\$5,000- Special Education Consultant: Fund will cover the cost for a Global Special Education Associate Consultant that will support Promise Prep with developing our Students Services team, creating a special education playbook, IEP supports etc. This directly impacts goals 1, 2, 3, 4, and 5.

Salaries

\$60,000- Executive Director: Funds will provide benefits for the Executive Director of Promise Prep for a portion of the planning year. This position is vital to the overall operations and vision of the organization and directly impacts goals 1, 2, 3, 4, and 5.

\$35,000- Assistant Principal: Funds will cover salary costs for the Assistant Principal of Promise Prep for a portion of the planning year. This position is vital to the overall planning, curriculum, and special programming and directly impacts goals 1, 2, 3, 4, and 5.

\$32,500- Director of Operation: Funds will cover the cost of salary for the Director of Operations for a portion of the planning year. This position is vital in the second part of the planning year to help onboard staff and carry out operational responsibilities. This directly impacts goals 1,2,3,4 and 5.

Benefits

\$4,000- Assistant Principal: Funds will cover benefits for the Assistant Principal of Promise Prep for half of the planning year. This position is vital to the overall planning, curriculum, and special programming and directly impacts goals 1, 2, 3, 4, and 5.

\$4,000- Executive Director: Funds will provide benefits for the Executive Director of Promise Prep for a portion of the planning year. This position is vital to the overall operations and vision of the organization and directly impacts goals 1, 2, 3, 4, and 5.

\$4,000- Director of Operations: Funds will cover the cost of benefits for the Director of Operations for a portion of the planning year. This position is vital in the second part of the planning year to help onboard staff and carry out operational responsibilities. This directly impacts goals 1, 2, 3, 4, and 5.

Other Purchased Services

\$1,200- Apple Care Warranty: Fund will cover the cost for the apple care warranty for 3 leaders. Leader apple care warranties are vital to support all of the work in reading, math, and planning in general. This purchase impacts goals 1, 2, 3, 4, and 5 by ensuring leaders have technology to support planning, collaboration, family/community engagement and instruction.

Property

\$4,500- MacBook Pro laptops: Fund will cover the cost for MacBook Pro laptops for 3 leaders. Leader laptops are vital to all of the work in reading, math, and planning in general. This purchase impacts goals 1, 2, 3, 4, and 5 by ensuring leaders have technology to support planning, collaboration, family/community engagement and instruction.

Year One

General Supplies

\$20,000 - Advertising & Marketing Supplies: Funds will be allocated to purchase marketing items to be used at local recruitment and community events. It is necessary to promote the school brand and have frequent contact with families in order to meet enrollment targets. This will directly impact goal 3.

\$15,000-Classroom Library: Fund will cover the cost for classroom library books for each classroom which allows students to engage in independent reading to increase student reading levels. This purchase directly impacts goals 1 and 5.

\$1,700- Classroom Storage Bins: Fund will cover the cost for classroom library bins for each classroom. The bins will allow classrooms to organize books by genre. This will allow students to engage in independent reading to increase student reading levels. This purchase directly impacts goals 1 and 5.

\$10,000- Classroom Supplies: Funds will be allocated to purchase classroom supplies to ensure scholars have the materials they need in order to successfully implement rigorous instruction. For example, composition notebooks, Primary lined composition notebooks, Primary lined paper, Pens, Pencils, Crayons, Binders, Looseleaf paper, Dividers, Colored pencils, Glue sticks, Construction paper, Spira, notebooks, Pocket folders, Manila folder, Hanging folders, Hand sanitizer, Clorox wipes. This will impact goals 1-5.

\$6,300- Student Headphones: Funds will purchase 350 student headphones. These headphones will be used for instruction and assessments in ELA, mathematics, science, social and emotional development, planning, and other projects. This purchase directly impacts goals 1, 2, 3, and 5.

\$12,250- Chromebooks Cases: Funds will cover the cost of student Chromebooks cases. These Chromebooks cases will be used to protect the students Chromebooks for instruction and assessments in reading, mathematics, science, social and emotional development, planning, and other projects. This purchase directly impacts goals 1, 2, 3, 4, and 5.

\$10,000- Success for all FastTrack Phonics Programs: Funds will cover the cost for Success for all FastTrack Phonics programs. The FastTrack Phonics program is a researched-based fun, fast-paced, and systematic phonics program that builds students' skills in phonemic awareness, letter-sound correspondence and word-level blending and segmenting. It can be used with a range of learners: from beginners with little or no phonetic

knowledge to students with more advanced skills. The lessons are appropriate for varied age groups, and they are flexible enough to be customized to the needs of a particular student, class, or group. This directly impacts goals 1, 2, 4, and 5.

\$10,000- Teacher Supplies: Funds will be allocated to purchase teacher supplies to ensure scholars have the materials they need in order to successfully implement rigorous instruction. This will impact goals 1-5.

Professional Services

and 5.

\$50,000- Lavinia Group Consultant: Fund will cover the cost for a Lavinia Group Consultant that will support promise prep with ELA/Math curriculum implementation and leadership instructional development. Lavinia Group consultants are obsessed with reversing the opportunity gap by helping our partner schools achieve world-class literacy and math instruction, through world-class leader and teacher training. Whether as superintendent, principal, or classroom teacher, each Lavinia Group team member has delivered phenomenal results on behalf of the students that they served. This directly impacts goals 1, 2, 4, and 5.

\$12,000- Lavinia Group Consultant Travel Cost: Funds will cover the cost for a Lavinia Group Consultant travel. This will support Promise Prep with ELA/Math curriculum implementation and leadership instructional development. Lavinia Group consultants are obsessed with reversing the opportunity gap by helping our partner schools achieve world-class literacy and math instruction, through world-class leader and teacher training. Whether as superintendent, principal, or classroom teacher, each Lavinia Group team member has delivered phenomenal results on behalf of the students that they served. This directly impacts goals 1, 2, 4, and 5. **\$3,000**- E-Rate Consultant: Funds will cover the cost for an E-Rate consultant to support IT services. This is necessary given the large focus on personalized learning and technology use. This directly impacts goals 1, 2,

\$10,000- Equity Driven Leadership Consultant: Funds will cover the cost for a Equity Driven Leadership Consultant that will support Promise Prep in creating an equalitible school. The consultants will lead Promise Prep staff through an introductory course through which participants are exposed to the relationship between racial equity, change management in schools, high standards, high quality instruction, and race work. This directly impacts goals 1, 2, 3, 4, and 5.

\$2,000- Equity Driven Leadership Consultant travel: Funds will cover the cost for an Equity Driven Leadership Consultant travel cost. The consultants will lead Promise Prep staff through an introductory course through which participants are exposed to the relationship between racial equity, change management in schools, high standards, high quality instruction, and race work. This directly impacts goals 1, 2, 3, 4, and 5.

\$5,000- Executive Coaching Consultant: Funds will cover the cost for an Executive Coaching Consultant that will support Promise Prep's Executive Director in his Leadership Development. The Executive Director will engage in current research on best practice; work to claim his authentic leadership style; while practicing leading for equitable outcomes and catalyze positive change in his organizations.

\$8,750-Chromebook License Fees: Funds will purchase 350 student Chromebook license fees. These Chromebooks will be used for instruction and assessments in ELA, mathematics, science, social and emotional development, planning, and other projects. This purchase directly impacts goals 1, 2, 3, and 5.

\$4,000- Human Resources Consultant: Funds will cover the cost for Payroll, HR and Onboarding. Promise Prep will contract with Paylocity for payroll, human resource and onboarding services to ensure the human resource needs of the organization are run efficiently and effectively. This directly impacts goal 4.

\$28,000- LCD Interactive Touch Screen/ Smartboard: Funds will purchase 14 student LCD Interactive Touch Screen/ Smartboard. These LCD Interactive Touch Screen/ Smartboard will be used for instruction and

assessments in ELA, mathematics, science, social and emotional development, planning, and other projects. This purchase directly impacts goals 1, 2, 3, and 5.

\$15,000- Marketing Consultant: Funds Funds will cover the cost for a marketing consultant to support local recruitment and community events. It is necessary to promote the school brand and have frequent contact with families in order to meet enrollment targets. This will directly impact goal 3.

\$45,000- Special Education Consultant: Fund will cover the cost for a Global Special Education Associate Consultant that will support Promise Prep with developing our Students Services team, creating a special education playbook, IEP supports etc. This directly impacts goals 1, 2, 3, 4, and 5.

Property

\$5,000- Document Cameras: Funds will cover the cost for document cameras. This will support Promise Prep teachers and staff with instructional content. The document cameras give students the ability to see an object, content or text clearly from anywhere in the classroom, which is important for comprehension and understanding. Document cameras replace the need for costly handouts and help to save paper. Also, it supports Promise Prep classroom vision for having 21st century classrooms. This directly impacts goals 1, 2, 3, 4, and 5.

\$140,000- Student Chromebooks: Funds will cover the cost of student Chromebooks. These Chromebooks will be used for instruction and assessments in reading, mathematics, science, social and emotional development, planning, and other projects. This purchase directly impacts goals 1, 2, 3, 4, and 5.

\$30,000- MacBook Pro laptops: Funds will cover the cost for MacBook Pro laptops for 20 staff members. Staff laptops are vital to all of the work in reading, math, and planning in general. This purchase impacts goals 1, 2, 3, 4, and 5 by ensuring leaders have technology to support planning, collaboration, family/community engagement and instruction.

Purchased Services

\$8,000-Apple Care Warranty: Funds will cover the cost for the Apple Care warranty for 20 staff. Teacher Apple Care warranties are vital to support all of the work in reading, math, and planning in general. This purchase impacts goals 1, 2, 3, 4, and 5 by ensuring leaders have technology to support planning, collaboration, family/community engagement and instruction.

Salary

\$40,000-Parent Advocate Liaison: Parent Advocate Liaison will directly support students and families in immersion into Promise Prep's culture and learning environment. Parent Advocate will be responsible for attending 2 or more community events each month. Parent Advocate will support families with add'l resources, as needed, including connections with local agencies. This directly aligns with goal 1,2,3, and 5.

\$4,000- Parent Advocate Stipends: \$250/ week for four weeks for Parents to advocate in the community, recruitment and marketing.

\$55,000- Social Worker: Funds will cover salary costs for the Social Worker of Promise Prep for year 1. This position is vital to the overall holistic support of our students and directly impacts goals 1, 2, 3, and 5. **\$5,000**- Success for all FastTrack Phonics Staff Professional Development: Funds will cover the cost for Success

for all FastTrack Phonics programs professional development for Promise Prep Staff. The FastTrack Phonics program is a researched-based fun, fast-paced, and systematic phonics program that builds students' skills in phonemic awareness, letter-sound correspondence and word-level blending and segmenting. It can be used with a range of learners: from beginners with little or no phonetic knowledge to students with more advanced

skills. The lessons are appropriate for varied age groups, and they are flexible enough to be customized to the needs of a particular student, class, or group. This directly impacts goals 1, 2, 4, and 5.

\$40,000- Teacher Certification Program Fee: Funds will cover the cost for Teacher Certification Program Fees. Promise Prep will partner with Teacher for America, TNTP, Educate Me, and Relay to ensure that we are bringing in high quality educators. This directly impacts goals 1, 2, 4, and 5.

4b). Describe the school's sustainability plan after the grant expires.

Promise Prep is strictly using CSP funds for start-up needs and to supplement as enrollment grows over the course of two years. Software purchases will be maintained through Title I funding. Upkeep of technology will come from the \$500 per scholar of capital projects funding. Professional development will come from general fund and Title I or Title II funds. By receiving CSP funds over two years, the school will be able to grow and serve all scholars well. Promise Prep_intentionally focused money toward salary within the planning year only.

- 4c) In the budget worksheet, please itemize costs within each category by year and include enough details for the peer reviewer to make a RAN (reasonable, allocable, and necessary) determination.
- 5. Provide an overview of the charter school governance plan and administrative relationships.

5a) Describe the governance structure of the school, including any partnerships with Educational Management Organizations (EMOs) or Charter Management Organizations (CMOS) and why they were selected.

Promise Prep is an Indiana nonprofit corporation that has applied for federal tax-exempt status pursuant to section 501 (c)(3) of the Internal Revenue Code. Promise Prep is governed by a Board of Directors (BOD). The Promise Prep BOD functions in full accordance with the Articles of Incorporation, Bylaws, and Indiana state law. The BOD will comprise at least seven professionally diverse community members. Each member is dedicated to the investment of equitable and exemplar educational norms, experiences, and realities for children. To the full extent of the lawful procedure, the BOD is vested with the oversight of business operations, property, and general school matters. The Promise Prep BOD assumes sole fiduciary responsibility for the institution. The BOD vests the right to hire and fire the Executive Director. Additionally, the BOD is responsible for vision oversight, mission alignment, policy construction, public relations and subsequent implementation of the organizational plan of action. To this end, the Board Chair presides over monthly BOD meetings in accordance with the roles and responsibilities outlined below. Promise Prep's organizational chart can also be found in Attachment S. The BOD will meet monthly and all policies and decisions will be made in compliance with Open Door Law.

Current Board Members & Leadership

Promise Prep's BOD currently has four members. An additional three members will be selected over the coming months, although one seat will be reserved for a community member with direct ties to the school community that the school is matched with through the IPS restart process. As such, these members will not be selected until early 2021.

Current Board Members & Leadership					
Name	Title & Organization	Area(s) of Expertise	Current / Intended Role		

Adam Milakofsky	Vice President, Strategy Heritage Group	Finance, Data Analytics	Board Chair	
Kelli Marshall	Director of Instructional Support Instruction Partners	Curriculum, Instruction, Executive Leadership, School Culture, Strategic Planning	Board Member	
Susan Appell	Executive Director Indy Learning Team	Communication, Nonprofit management, Literacy, Fundraising	Board Member	
Gloria King	Director Multicultural Affairs Eskenazi	Community Engagement, Social Services, Healthcare	Board Member	
Julian Harrell	Associate Faegre Drinker	Legal, Non-profit	Board Member	
Mycheal Spencer	Director of Humans Resources KIPP Indy	Education, Human Resources, Policy, School Leadership, Operations	Board Member	

5b) Describe how the school operates by explaining how the charter school leaders are empowered to make daily decisions, and how staff within the school organization work together.

Promise Prep's **Executive Director** oversees the instructional leadership, program development, operations, and fiscal management of the school. The Executive Director manages the senior leadership team that consists of the Assistant Principal and Director of Operations, acting not only as a supervisor but also as a coach and consensus builder, remaining deeply committed to the values of developing and bringing out the strengths of all of Promise Prep's staff while also holding them accountable for their goals and desired outcomes. The Executive Director also oversees school-level operations, technology, reporting and compliance, data and analytics, and family and community engagement. While working in concert with consultants and staff to ensure the smooth functioning of Finance, HR, and Talent.

The **Assistant Principal** (AP) will be part of the school's senior leadership team. The AP will work closely with Promise Prep consultants, teachers, and other senior leadership to ensure that Promise Prep's academic program is implemented with fidelity. Additionally, the AP is tasked with directly coaching and supporting teachers and junior leaders in their daily lessons and serving as the administrator tasked with overseeing the execution of daily academic systems in coordination with the leadership team.

The Director of Operations (DOO) at Promise Prep will oversee all of our finance and operations functions. The DOO will focus on strengthening both school and operational performance to dramatically increase student growth and achievement. This role will focus on building local capacity to deliver seamless and high-quality financial and operational services to staff and families.

5c) Describe the process to select board members.

The Promise Prep Board currently has six members with strong skill sets, networks, and a deep passion for service. The goal is to grow to a minimum of 7 members. To reach this goal, Promise Prep's board members will utilize their networks to draw people in from the community to join school committees. Community members sitting on committees will be considered for future board member openings. The Promise Prep Board will always have an established Vice-Chair with the intent that they assume the Board Chair responsibilities if the Board Chair cannot, and that they will become Board Chair upon term completion of the current Board Chair.

When additional board members are needed, the governance committee will vet candidates being considered for a board position to ensure the candidate fills a specific qualification needed on the board and understands the mission of the school. This practice will include current members of the board and the Executive Director meeting the prospective member for discussion. This information will then be shared with the entire board for discussion before a final board approval is made. Each of the founding board members were selected because of their deep belief in the school model and Executive Director. All members bring different, necessary skillsets to the board. Each board member is invested in seeing the Indianapolis community thrive and holds the belief that Promise Prep could positively impact and meets the needs and desires of the local community. Promise Prep is working with Education Board Partners to establish strong board member expectations. Those standards will be in alignment with the Education Board Partners' Standards. Our governance committee has been working on defining these expectations which align with the following standards: focus relentlessly on student achievement, ensure exceptional school leadership, commit to exemplary governance, act strategically, and use resources wisely, maintain legal and regulatory compliance. Additionally, board members should agree to sign and abide by all board policies.

5d) Describe the governance training for board members, current and prospective.

High performing schools follow from high performing boards. We do not believe you can have a high performing school without an exceptional board. However, high performing boards in our experience are more than just talented people who serve. High-quality boards are built upon consistent, thorough board development strategies. We employ two such strategies:

Initial Board Training Partner

Promise Prep will work in partnership with an expert consultant, Education Board Partners, to provide initial training to the BOD. This training provides the groundwork on how to run a public meeting, Indiana State requirements, the role of board members, charter school finance, etc. We believe it is best to outsource this initial "bootcamp" training BEFORE formal board meetings commence to a respected third party. By leveraging a third party (i.e. local Chamber of Commerce), it provides a necessary level of separation between management and the BOD to ensure their roles are adequately defined and segregated. Otherwise, the BOD can become too dependent upon management and not sufficiently hold management accountable for the results it is expecting.

Continuous Board Training

This will happen both formally and informally. Formally, each year at a BOD retreat, the same outsourced training partner mentioned above will be re-engaged to provide both a refresher course as well as advanced courses and training as the BOD evolves through various stages (i.e. planning, launch, startup, iterate, sustain, scale). Informally, Promise Prep's Executive Director will meet individually with each board member between board meetings so that every board member is met with individually at least quarterly. In addition to relationship

building, this is an opportunity for the board member to dig deeper into a particular area(s) of interest (i.e. school finance, performance assessment, HR recruitment, community engagement, school discipline statistics, etc.). These informal lunches or coffees, coupled with site visits and classroom tours, expand the BOD's knowledge into the deeper areas that may interest them and be relevant and needed by the school and its management.

5e) If applicable, describe the relationship between the charter school leadership, governing board, or authorizer with the chosen service providers to ensure no apparent or real conflict of interest would be involved, per (EDGAR) § 74.42.

Please indicate "N/A" if no service provider is utilized.

NA

5f) Describe how the charter school will ensure timely and accurate data submission for State and federal reporting requirements.

Promise Prep will pay for services from the Center for Innovative Education Solutions (CIES) for all state reporting. CIES will do the reporting with Promise Prep working alongside them to learn the process. Promise Prep will also purchase School Runner as student management software for tracking needed student data and completing state reporting. We will have a state reporting calendar that provides two-month and one-month warnings prior to reports being due. The Promise Prep Director of Operations will work alongside CIES staff to learn processes and ultimately ensure all reports are submitted in a timely manner. A state reporting calendar will also be established by the school to backdate all necessary work prior to submission.

- 6. Provide an overview of the **student recruitment and admissions process**.
- 6a) Describe the school's recruitment plan, and compliance with Indiana Code 20-24-5.

Promise Prep will utilize a multi-pronged recruitment strategy that ensures that the community is aware of, and has input about, the changes at the school, while also ensuring that all current students are able to return to the school.

Retaining Current Students

Promise Prep will be a restart and will prioritize retaining current students at the school we restart. In order to ensure a smooth transition, we will work with IPS to meet families and students prior to the end of the current academic year.

Recruiting New Students

In an effort to ensure Promise Prep is known to families in the community who may be seeking better educational options, we will participate in community outreach events with local churches, youth organizations, and community centers. The leadership team will also canvas the school's neighborhood to both engage stakeholders and ensure the neighborhood is aware of coming changes at the school. We will market these canvassing and event efforts on social media and through door hangers, flyers, and other swag (pens, bags, etc.) that will be distributed at community events. We will also work with Enroll Indy to participate in their planned community engagement events. Because it is our intent to partner with IPS to restart a neighborhood school, we will restrict

our recruitment efforts to a certain geography to ensure that all students who live in that neighborhood are given a chance to access the school.

Other Events

In an effort to ensure we reach as many families as possible, Promise Prep will host regular community events at the school site that allow families to register through Enroll Indy on site. These events will include microdemonstrations of the school model.

The school's admissions practices will comply with applicable state and federal laws, including but not limited to: Part B of the Individuals with Disabilities Education Act; Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, ancestry, or any other criteria that would be unlawful. Any interested student or his/her family will be invited to submit an enrollment application to the school until a set deadline date. As per Indiana Code 20-24-5, all students who complete and submit a timely enrollment application will be enrolled in the school except when the number of applications for a grade level exceeds capacity. If the school receives a greater number of applications than available student seats, each timely applicant will be given an equal chance of admission via a lottery process in partnership with Enroll Indy.

6b) Describe the public lottery process that will be conducted when more students apply than be accommodated.

Promise Prep will participate in Enroll Indy, which provides families the opportunity to choose a school that meets their student's needs and ensures equitable access to all schools of choice for families in accordance with Indiana's open enrollment policies. Promise Prep believes that a strong common enrollment system helps "level the playing field" for students no matter their families' income level or social standing in the community and provides access to quality schools for all students. As an Innovation Network School, we will give students in our neighborhood zone priority in the lottery process, and any remaining seats will be open to applicants outside of our community. Promise Prep will accept students throughout the year as its enrollment targets and facility space allow, and any student who is currently residing in, or moves into, the school's zoned area will be guaranteed a seat at the school at any time.

7. Provide an overview of how the charter school will **meet the needs of educationally disadvantaged students**.

7a) Describe how the school will comply with state and federal law to deliver appropriate services to meet the needs of students with disabilities, low-income students, English learners, homeless, and neglected & delinquent students.

Special Student Populations - English Language Learners

At Promise Prep, English Language Learners will be identified through a Home Language Survey that will be given upon enrollment. For returning and transfer students, the previous year's WIDA assessment will be used to identify a student's level of English language proficiency. Students new to Indiana will be screened to determine their current level of English language proficiency. Once a level is determined, instructional coaches/teachers will be

charged with developing and executing appropriate Individualized Learning Plans (ILPs) to meet the specific language needs of each respective student. Promise Prep senior leadership team will partner with staff and potential community partners to communicate information to families in their native language. Individualized Learning Plans will be shared with general education teachers and families. These plans will embed explicit support and scaffolds to assist the student as they acquire the English language. The instructional coach will provide additional support to mainstream instruction. This instruction will focus on the areas of reading, writing, comprehension, listening, and speaking and will be aligned to Indiana's English Language Arts standards. In addition, students may be pulled out in small group settings to scaffold for newcomers' beginning levels of English proficiency. Classroom teachers will collaborate with the instructional coach to provide necessary testing accommodations such as read aloud, extended time, etc. when applicable. The instructional coach will also be charged with giving the annual WIDA assessment. In the event that Title III funding is awarded, it will be utilized to solely benefit language instruction for Limited English Proficient and immigrant students. In order to ensure our staff is prepared to deliver quality instruction to all of the students we serve, we will employ Sheltered Instruction Observation Protocol Model and train staff on the protocol, which includes lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review and assessment.

Special Student Populations - Special Education and Students with Disabilities

Promise Prep is dedicated to serving and providing all students with a high quality education. It is the responsibility of the Executive Director and the Director of Achievement and Special Education to ensure the Individuals with Disabilities Education Act and all Special Education Rules outlined in Article 7 will be followed with fidelity. It is imperative that the Special Education team and school leaders adhere to state and federal compliance mandates. The Special Education team, in conjunction with school leaders, will be charged with guaranteeing all move-in and annual case conference reviews are held in accordance with the timeline outlined in Article 7. Section 504 Plans and IEPs of newly enrolled scholars will be examined to determine what services the scholars require, and to create a plan of action to meet those needs. If additional resources are needed beyond those that Promise Prep currently offers, we will seek outside providers to ensure the school can provide the full continuum of services needed.

Promise Prep desires to support a full spectrum of services to meet the needs of its students and recognizes that there are providers that offer areas of specialty. Thus, we will contract out for several services such as Speech and Language and Occupational Therapy. These outside services will be overseen by the Executive Director (or designee) and the Special Education lead. Special Education staff will be expected to monitor and adhere to all respective timelines outlined in Indiana IEPs and communicate weekly with the administrative team to ensure progress is being made on all educational goals.

Promise Prep will also provide a space for needed services outside of the classroom. Promise Prep anticipates that scholars with disabilities will need to be supported by the special education staff through both inclusion and resource services; however, the goal is to ensure scholars receive instruction in the least restrictive environment for the maximum period of time as determined by their IEPs. Because general education teachers will share common planning time with special education staff members (embedded in the weekly schedule), special education teachers will be available to support the classroom teacher regarding planning, data analysis, and providing the necessary accommodations and modifications required to address the needs of each individual

scholar. Each quarter along with the report card, the Teacher of Record (TOR) will also be required to send home Progress Monitoring Data. The special populations team will also be required to collaborate with the instructional coaches to ensure proper testing and instructional accommodations are given and followed with fidelity.

Our approach for students with disabilities emphasizes inclusion in the general education classroom, where appropriate, and appropriate in-class and out-of-class supports. Promise Prep will serve students with disabilities within an inclusive, co-teaching model to the greatest extent appropriate. We believe that students with disabilities benefit from additional adult support and that there are many benefits of two teachers collaborating to plan and deliver high quality instruction, especially when structures and supports are in place to ensure each student's needs are being met. Some of these structures include a hard deadline by which the general education teacher provides the special education teacher with materials that need to be modified for each student with an IEP, or a built-in time for co-teachers to meet with the Director of Achievement, Instructional Coach, or Special Education Lead to discuss achievement data of students with disabilities. In the planning stages, teachers will draw strategies from best practices that work with students with disabilities. Additionally, each teacher will be responsible for implementing the IEPs of all students in their classes, and seeking support for implementation when necessary.

In order to improve the performance of the school's students who have disabilities, we will employ an Education Manager or Special Education Coordinator who will focus on overseeing and managing the school's special education program. We will conduct a nationwide search to identify, recruit, and hire this individual.

Promise Prep will strive to include every student with disabilities in the general education program to the greatest extent possible. We believe in providing students with opportunities to be included with their general education peers in the least restrictive environments. We also believe that all students should have access to a rigorous curriculum by offering instruction in a continuum of settings. In order to meet the needs of all students with disabilities, Promise Prep will offer instruction in general education classrooms, in small pull-out groups, and in substantially separate classrooms. We recognize that some students require more intense classroom services for most or all of their school days. As such, Promise Prep will provide more intense services in substantially separate classrooms in order to meet the needs of this subset of students with disabilities. We will likely consider a partial inclusion model in addition to full inclusion and substantially separate models for students with disabilities to ensure the most appropriate settings are available. Providing the most appropriate settings to deliver high-quality instruction consistent with individual students' IEPs is a priority.

Homeless, Neglected, or Delinquent Students

Students who meet the federal definition of "homeless, neglected, or delinquent" will be provided a free and appropriate public education in the same manner as all other Promise Prep students. The school will establish safeguards that protect homeless, neglected, or delinquent students from discrimination. All federal guidelines regarding the McKinney Vento Homeless Assistance Act of 1987 will be followed with fidelity. Promise Prep has also adopted the Model School Protocol for Reporting Allegations of Child Abuse developed by the Indiana Department of Education and all teachers will be trained on proper reporting protocol. We will work diligently with the Department of Child Services on any cases involving the students of Promise Prep. In addition, the social and emotional learning that will be utilized building-wide for staff and students will specifically benefit students who are homeless, neglected, or delinquent. Students begin the day with morning meetings.

Low-income students

In addition to providing free and reduced-price breakfast and lunch options for low-income students, Promise Prep will also support low-income scholars and families. Our social workers will engage community partners in order to ensure we can meet the needs of families and scholars and can connect families with resources. Furthermore, because many low-income families lack access to a host of experiences, Promise Prep will intentionally seek to provide scholars and families access to community events and programs. Promise Prep will engage scholars in rigorous, standards-aligned academics throughout their time with us. We believe that with strong supports, no matter a family's income or zip code, all scholars can achieve at high levels.

- 8. Provide an overview of the community outreach activities.
- 8a) Describe how parents and the community are involved in the planning and design of the charter school for a newly opening school.

Promise Prep believes that building strong community-school relationships, and building a strong school community to which community organizations feel strong ties, creates a foundation on which we can achieve excellent results. To that end, Promise Prep has invested heavily in efforts to build and develop these relationships. We have already met with a number of potential community partners to solicit potential partnerships. We are continuing to develop relationships throughout the community to ensure we are prepared to serve our students well. Once the school site has been designated through Indianapolis Public Schools' matching process, we will further our efforts to build partnerships in that specific community and ensure our school design reflects the needs of that specific school community.

To further involve the community in informing the school model, Promise Prep Executive Director had over 100 one on one meetings with students, parents, community organizations and leaders to listen to their feedback on the model. All stakeholders spoke to the importance of Promise Prep's active communication with families around student progress. We also spent over 100 hours doing volunteer work as well. Working with families, community organizations, and leaders.

After matching with a school following the Indianapolis Public Schools process, Promise Prep will host family meetings at the school, in the community and in the homes of family members. During these meetings we will solicit input from parents and community members on what they would like to see in their community's school. We will also host open houses and community days at the school and will work to engage parent and community volunteers in this process. Furthermore, for parents who will be returning to the school, we will begin holding individual meetings.

At Promise Prep, we intend to use our partnerships in a variety of ways. Some will serve as experts for classroom units of study. Some will serve in our enrichment programs. Some will serve in our athletic program, while some will assist us in serving our families through financial planning workshops and the like. Some of our partners will also assist us in providing rewards for our students.

Promise Prep enrollment practices will comply with Indiana law and applicable federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, and including but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with

Disabilities Act of 1990. Enrollment in the school will be open to all students. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, ancestry, or any other criteria that would be unlawful. The leadership at Promise Prep will adhere to any applicable desegregation orders.

8b) For a school that is expanding or replicating, provide an overview and evidence of community outreach activities.

N/A

9. Provide an overview of the fiscal management plan.

Promise Prep is working with the Center for Innovation Education Solutions (CIES) to help develop our working budget, long term financial planning and to provide financial oversight of Promise Prep accounting and state reporting.

9a) Describe the internal controls over expenditures and how records will be maintained

Our budget and financial controls will be established and set in accordance with our Board of Directors, Executive Director and our finance consultant. In addition, our Accounting Policies and Procedures will be approved by our Board of Directors. Our Accounting Policies and Procedures for finance controls will be set through the standards and expectations of the State Board of Accounts (SBOA). With the help of our financial consultant, CIES, we will receive guidance for Projected and Annual Budget Planning. Our financial consultant will provide monthly finance reports to be reviewed and approved by our Board of Directors and Board Treasurer.

Furthermore, Promise Prep will abide by the State Board of Accounts Internal Controls standards. Promise Prep will ensure the administration and required personnel are certified by the SBOA Internal Controls procedure as outlined here: https://www.in.gov/sboa/5072.htm. In addition, Promise Prep will also set financial policies and procedures outlining thresholds for approval and an invoice approval process. Promise Prep will use Quickbooks to manage day-to-day financial operations. Our Board of Directors will work with the Executive Director to establish and monitor monthly expenditures, year-to-date budget detail and overall financial oversight. The Executive Director along with our Director of Operations will work simultaneously with the guidance of our financial consultant, as needed, to make and approve day-to-day financial decisions that are in the best interest of the school, staff and students.

9b) Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. Schools working with an external provider must affirm that the charter school leaders are responsible for all aspects of the grant management.

Promise Prep will work in conjunction with their financial consultant for grant and oversight. Grant management will take place on sight with use of the school's accounting systems. Grant expenditures will be tracked by class/fund. All expenditures will be maintained in a separate binder organized by reimbursement and the approved grant budget. The Promise Prep Executive Director will ultimately be responsible for all aspects of grant management.

Promise Prep will manage this grant as stated in our finance and controls policies. The initial budget process was led by the Executive Director through a needs assessment based on our programming, enrollment plan, and upfront needs to start a charter school. Input from the financial services consultant was also crucial in development of a final budget plan. The approved budget will be kept by the School Leader and entered into the accounting software and tracked under its own fund by the business services consultant. All items purchased with grant funds will be approved and processed by the Executive Director and Director of Operations. These items will be recorded and shared with the Promise Prep board and financial consultant regularly for review. The Executive Director and Director of Operations Will request reimbursement for expenses using the forms provided by the Department of Education. Back-up documentation will be kept at the school. Moving forward, ongoing evaluation and input of the plan will involve all school stakeholders. The Board will vote on the ongoing plan and budget. Budgetary items will be tracked and adjusted as needed as dictated by alignment and progress toward the defined school goals.

9c) Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant

Promise Prep will utilize state and federal funds to support school operations and student achievement beyond the scope of the grant funding. All general school operations, materials, and staffing will be funded through the general fund. Other sources of income will include special education, Title III, Title I funding, and Title II professional development funds. Special education funding will be utilized for qualified personnel to provide the services needed, with remaining funds used towards the specific accommodations or needs of individual scholars. This will be true for Title III funds, as well.

- 10. Provide an overview of the **facilities** to ensure they are safe, secure, and sustainable.
- 10a) Describe the school's facility plan, including how the student enrollment and other available funding will meet the facility needs

As a potential restart school, Promise Prep will work in partnership with Indianapolis Public Schools to identify potential facilities in accordance with the district's School Quality Review timeline. Indianapolis Public Schools will continue to maintain the facility, and does not charge the school rent, ensuring that no funding is required for ongoing facility costs. The DOO will work with the IPS facilities department to ensure that the building is safe and secure for students and staff. If enrollment demand exceeds our original plan, we will continue to enroll from our neighborhood boundaries until we reach building capacity. While we will make every effort to meet enrollment targets, if we are under enrolled our facility plan will not change as the building lease will be a part of our contract with IPS.

10b) Describe how the charter school has considered the transportation needs of the school's students and provide an overview of the transportation plan

Promise Prep is dedicated to ensuring all students are able to access the school. As a neighborhood school, we anticipate that many of our students will live within walking distance of the school. However, Promise Prep will

also work in partnership with Indianapolis Public Schools to provide transportation to its students in the school boundary. Promise Prep will also evaluate other options for transportation outside of the service area as needed through IndyGo passes or other partnerships to ensure the school is accessible. The State and its local educational agencies will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in paragraph (3)(A), in accordance with the following, as applicable: If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.





Working Together for Student Success

Required Appendices		
A) Charter Application to Authorizer (New, Replication) or Amendment		
to Existing Charter (Expansion)		
-Any approved amendments to the charter application with the	Attached: x	
Authorizer		
- Signed charter contract between school and authorizer (if available)		
B) Budget worksheet (<u>Cohort 4 Budget Sheet</u>)	Attached: x	
C) 2018-2019 Expanded Annual Performance Report (if applicable) or		
most recent	Attached: □	
Found at compass.doe.in.gov > Accountability > Annual Performance	N/A: x	
Report or available on IN View		
D) Proof of non-profit status of the governing board of the charter		
school or proof that the application for such status has been made.	Attached: x	
Please attach federal nonprofit designation of 501c(3)		
E) Enrollment or student admissions policy	Attached: x	
F) Agreement or contract between the charter school governing body	Attack all DN/A	
and the management organization (if applicable)	Attached: □ N/A: x	
G) School's discipline policy. Statute requires discipline policies that		
promote retention and reduce the overuse of discipline practices that	Attached: x	
remove students from the classroom		
H) School Safety Plan: Schools must attach their school safety plan.		
Evidence of submission to the State Board of Education must be	Associated DN/A	
submitted, in the form of the e-mail confirmation receipt upon	Attached: □ N/Ax	
submission.		



EVERY CHILD HAS PROMISE



Charter Application Information Sheet

Name of Proposed Charter School: Promise Prep Incorporated

Proposed School Address (if known):

School District in which Proposed School would be located: Indianapolis Public Schools

Legal Name of Group Applying for the Charter: Promise Prep Incorporated

HmApplicant's Designated Representative: Geoffrey E. Fenelus

Address: 1630 N. Meridian Street, Suite 450 City: Indianapolis State: Indiana Zipcode: 46202

Daytime telephone: 347-752-0044

E-mail address:gfenelus@themindtrust.org

The proposed school will open in the fall of school year: 2021

Proposed Grade Levels & Total Student Enrollment

Year	School Year	Grade Levels	Maximum Student Enrollment
First Year	2021-2022	K-8	504
Second Year	2022-2023	K-8	504
Third Year	2023-2024	K-8	504
Fourth Year	2024-2025	K-8	504
Fifth Year	2025-2026	K-8	504
Sixth Year	2026-2027	K-8	504
Seventh Year	2027-2028	K-8	504
8th Year	2028-2029	K-8	504
Maximum		K-8	504

Is this a single-gender or co-educational school? Co-educational

If single-gender, please indicate who will be served by school:

Girls and Boys

Are you planning to work with a management organization? No

Indicate "Yes" or "No"

If so, please indicate the name of management organization: N/a

Have you submitted this application to other authorizer(s)? No

If so, please list the authorizer(s) and the date(s) of submission: Do you plan to submit this application to another authorizer before the Mayor's Office makes a final determination on your application? No Have you submitted any other applications to an authorizer in the previous five (5) years? No If so, please indicate the name of the authorizer, the date, and the name of the school on the application. N/a

Information required by Indiana law	Section where included
Identification of organizer	Charter Application Information Sheet
Organizer's structure and governance plan	Section III
Name of proposed school	Charter Application Cover Sheet
Purpose and mission of school	Section I
School's governance structure	Section III
Management structure	Section III
School's educational and mission goals	Section I
Curriculum and instruction methods	Section II
Methods of pupil assessment	Section II
School calendar	Section II
Admissions policy and criteria, subject to IC 20-24-5	Section I
Age or grade range of students to be enrolled	Charter Application Information Sheet
Plan for compliance with any applicable desegregation order	Section I
Personnel plan, including methods for selection, retention and compensation of employees	Section III
Arrangements for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits	Section III, Appendix
Description of staff responsibilities	Section III
Budget and financial plans	Section III, Appendix
Description of the physical plant	Not Applicable
Transportation plan	Section II, Appendix
Discipline program, subject to IC 20-24-5.5	Section III
Date when charter school is expected to begin operations	Charter Application Information Sheet
Date when charter school is expected to have students attending the school	Charter Application Information Sheet
Any other applications submitted to an authorizer in the previous five years	Not Applicable

References to manner in which authorizer must conduct annual audit of academic, finance, and governance operations (Mayor's Performance Framework)	Section II, Section III
Statement of economic interest forms that contain the same information specified under IC 3-8-9-8 for each board member of the proposed school	Appendix
*For charter school proposals from applicant currently operating one or more charter schools in any state or nation, evidence of past performance and current capacity for growth.	Not Applicable
*For proposals concerning an existing charter school overseen by a different authorizer than the authorizer to which the organizer is submitting the proposal, the proposal must include written acknowledgement of the proposal from the current authorizer.	Not Applicable

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- L. Organizational Chart
- M. Articles of Incorporation
- N. Bylaws
- O. Form 1023
- P. Promise Prep Background Check Policy
- Q. Letters of Support
- R. Financial Policies and Procedures Manual
- S. Budget
- T. Promise Prep PD Calendar
- U. Liability Insurance Estimate

Promise Prep Inc.

EVERY CHILD HAS PROMISE

I. Vision, Need, and Demand

Vision

Our vision is that Indianapolis will become a city that delivers on the promise of equitable education for all children so that we end generational poverty.

A. Mission

Promise Prep's mission is to ensure all students, regardless of their family's income, race, or zip code have access to a high-quality education that enables them to become critical thinkers, have choices, capitalize on opportunities, and secure continuing economic advancement to positively impact their community.

At Promise Prep, we achieve our mission through these shared values:

- 1. We Serve: We serve students and their families first. Our priority is their success.
- 2. <u>Results over Reasons:</u> Above all, student achievement is extremely important to us and the reason we exist. Each staff member is responsible for our students' success.
- 3. **Integrity:** We are fair and treat people with respect and dignity. We are open and transparent.
- 4. **Growth Mindset:** We seek a better way always. We are engaged in an ongoing cycle of goal setting, action, measurement, and reflection.
- 5. **Obstacles into Opportunities:** We don't give up. If it doesn't work, we fix it. We find a way.
- 6. **Joy and Humor:** Our positive, caring culture supports student and staff success. We love, we learn, we laugh, and we lead.
- 7. <u>Truth over Harmony:</u> We face reality, use data to inform our decisions, communicate honestly and respectfully, and hold each other accountable.
- 8. **One Team:** We are in this together. We may disagree, but at the end of the day, we support each other 100%.

We are also committed to the following school model:

Promise Prep Approach	
College and Career Prep	We believe in the unique potential of our students. With love and high expectations, we support them in finding their own paths to success. Whether they want to attend college or start their career right after graduation, we make sure our students are prepared for both so they can make the choice that's right for them.
Rigorous and Engaging Instruction	Our academic program is designed to bring students rigorous, engaging instruction in a fun, joyful environment. We do that through a relationship-driven classroom culture, thoughtful use of data, and a continuum of student support. The foundation of our approach is a comprehensive investment in faculty development.
Well-Rounded Education For All Students	Not only should school be academically rigorous, it should also be fun, safe, and structured. From arts, sports, and recess to character development, we infuse the student experience with numerous opportunities to develop interests, hobbies, and

	passions in and out of the classroom. We are also deeply committed to being culturally responsive.
Family and Community Partnership	Families are a child's first and most important teachers. Together, we are partners in education. Our doors are always open and we encourage families and community partners to stop by anytime to see what's happening in the classroom or to talk to school leaders and teachers.

B. Need

Poverty is more widespread in the U.S. public education system than ever before. An article written in 2016 in The Atlantic found a majority of children in the U.S. public school system come from low-income households, which means they are eligible for the Federal Free or Reduced Lunch program. Low-income students face more significant educational challenges than students from higher-income homes. With rising numbers of low-income students, the public education system is struggling to provide equitable and quality educational options and students, families, and communities are paying the price. Students from low-income households miss educational opportunities that are vital to breaking the cycle of generational poverty. ¹

The same national phenomenon is prevalent within Indianapolis Public Schools (IPS). The Indianapolis Department of Education provides data that shows Black and Latinx students make up nearly 72% of the district's population; additionally, nearly 70% of all students receive free or reduced-price lunch. Although Black and Brown students make up the majority of IPS students, they are among the lowest-performing in the district based on standardized testing. Quality education has traditionally been viewed as a high leverage tool or the best route for social and economic mobility. However, the data above shows that the route is not accessible to Black and Latinx students. This in turn has huge implications, resulting in gaps in critical areas like income, health, and education. ²

Moreover, according to the POLIS Center at Indiana University-Purdue University Indianapolis, the city has a general poverty rate of 22 percent and a child poverty rate of 33 percent—both data points are well above the national averages and disproportionately affect Black and Latinx people. There are several neighborhoods in Indianapolis that feel the impact of poverty and lack of quality schools. However, the Far Eastside stands out. People of color account for 74 percent of the neighborhood's residents and the neighborhood has an overall poverty rate of 29 percent. School performance in the Far Eastside shows a significant need for educational improvement as demonstrated by the Needs Analysis chart below:

School	Enrollm ent	Race/ Ethnicity	FRL	Special Education /ELL	Suspension	Most recent A-F	Other Performance Data (ILEARN & IREAD Pass Rate 2018-2019)
Andrew J Brown Academy**	678	54.7%-Black 40.7%-Latinx 2.5%-White 1.6%-Multi	95.6%	35.4% SPED 10.9% ELL	165	С	ELA-10.5% Math-8.9% Both-2.1%

¹ Janie Boschma, R. B. (2016, February 29). Students of Color Are Much More Likely to Attend Schools Where Most of Their Peers Are Poor. Retrieved from https://www.theatlantic.com/education/archive/2016/02/concentration-poverty-american-schools/471414/

² Muhammand, Anthony. (2018). Transforming School Culture: how to overcome staff division. Place of publication not identified: SOLUTION TREE.

³ Select a school or neighborhood to explore the data. (n.d.). Retrieved from http://profiles.savi.org/schoolinsights/

Charles W Fairbanks Charles W. Fairbanks School 105	351	64.1%-Black 29.1%-Latinx 2.6%-White 4.6%-Multi	81.2%	20.8% SPED 14.3% ELL	114	F	ELA-7.4% Math-4.1% Both-2.7%
Circle City Prep**	172	83%Black 8%-Latinx 6%-White 3%- Multi	99%	11% SPED 2% ELL	18	N/A	N/A
George S Buck Elementary School 94	355	64.8%-Black 25.4%-Latinx 6.8%-White 2.3%-Multi 0.6% Asian	71.8%	18.3% SPED 24.2% ELL	63	F	ELA-8.6% Math-12.2% Both-5.0%
Phalen at Francis Scott Key 103*	451	76.7%-Black 17.1%-Latinx 2.9%-White 3.3%-Multi 0.6% Asian	78.3%	14.6% SPED 9.3% ELL	104	A	ELA-10.5% Math-8.9% Both-2.1%
Tindley Summit Academy**	303	80%-Black 11%-Latinx 2%-White 5%-Multi	91%	11.2% SPED 8% ELL	154	С	ELA-15.8% Math-21.1% Both-9.6%
Sunny Heights Elementary School	353	72%-Black 15%-Latinx 6%-White 7%-Multi	75%	9.8 SPED 15%ELL	39	F	ELA-19.3% Math-38.1% Both-15.3%
StonyBrook Intermediate and Middle	1178	65%-Black 19%-Latinx 8%-White 7%-Multi 1%-Asian	74%	13.7 SPED 4%-ELL	14	D	ELA-27.75% Math-21.7% Both-18.0%
Winding Ridge Elementary School	623	65%-Black 19%-Latinx 8%-White 7%-Multi 1%-Asian	81%	12.8 SPED 6%-ELL	56	С	ELA-18.7% Math-24.8% Both-10.9%

^{*}School has been restarted

As shown above, there are nine public schools serving the same grade levels as Promise Prep in a 3-mile radius of the Far Eastside neighborhood. Together, these schools serve just under 5,000 students--many of whom are Black or Brown. Three of the nine schools were most recently assigned an "F" on the state accountability system, while one

^{**}Charter School

earned a "D"; two of them were among the lowest-performing elementary schools in the district with combined proficiencies under 6%.

Demographics and Demand

Based on the census data for this neighborhood and the data shown in the Needs Analysis chart above, only 4,589 of these 9,942 students are being served in a public school--demonstrating a significant need for additional quality seats. Furthermore, only 451 of the potential 9,942 public school students in these areas are being served by a high-performing elementary school--which is less than 5% of students. Promise Prep will not seek to create additional seats but rather to replace low-performing seats through an Innovation Network Restart partnership with IPS.

Clearly, the academic outcomes referenced above are not what we want for our students. At Promise Prep, we are committed to helping all students excel at high levels, regardless of their race, gender, socioeconomic status, or background. We recognize that in order to end the cycle of poverty we must provide an equitable education that prepares each child to reach their unique potential. Our approach heavily focuses on college and career readiness, rigorous and joyful instruction, a well-rounded education, and family and community partnerships.⁴

Promise Prep emphasizes rigorous and engaging instruction that pushes students to be critical thinkers and see the joy in learning through our standards-based curriculum and rich, college-ready school culture. A majority of our students will likely have faced poverty and its attendant challenges. At Promise Prep, we ensure that students are exposed to high-quality curriculum that pushes them to be on or above grade level. The needs analysis above clearly underscores the fact that students of the Far Eastside are mostly not performing on grade level in math and ELA, which in turn creates potential barriers that may impact their ability to attend college or enter a career of their choosing.

At Promise Prep we believe we do everything for our students, but it is the adults' responsibility to improve outcomes for our kids. That is why we heavily invest in training our faculty. Promise Prep builds on an extensive body of research that shows that "teacher quality is the most important educational input predicting student achievement." We have a moral obligation to ensure we provide world class professional development. We emphasize training around adult culture, culturally responsive pedagogy, mindset progressions, intellectual preparation, Tier one systems, and behavior management. At the core, we train our faculty to build strong relationships with all students so that no child goes unnoticed and so that they can make accurate root cause analyses that can move students toward proficiency or advanced proficiency.

Although we believe in rigorous instruction, we simultaneously are adamant about ensuring students are well-rounded and have experiences in our school building that ignite other passions outside of academics. Too often, students attending schools in areas of poverty have extracurriculars cut from their school programming and/or limited access to enrichment classes. Promise Prep is committed to ensuring our students have a well-rounded education. Numerous studies have documented the powerful connection between having well-rounded educational experiences and academic outcomes in areas such as reading, linguistics, creativity, and critical thinking. We strive to push our kids in sports, arts, and socially and emotionally because we want to ensure that we are creating a space where we can ignite passion in our learners.

Lastly, we believe that our approach to family and community partnership is critical to close gaps that persist for students educationally and socially. Structured systems around communication and authentic relationships with all stakeholders can create rich soil for students to grow and flourish. Gloria Bonilla-Santiago is the founder of LEAP

⁴ Janie Boschma, R. B. (2016, February 29). Students of Color Are Much More Likely to Attend Schools Where Most of Their Peers Are Poor. Retrieved from https://www.theatlantic.com/education/archive/2016/02/concentration-poverty-american-schools/471414/

⁵ Dan Goldhaber and Emily Anthony, "Teacher Quality and Student Achievement," ERIC Clearinghouse on Urban Education, Urban Diversity Series No. 115, May 2003

⁶ Jimenez, L., & Sargrad, S. (n.d.). A Well-Rounded Education. Retrieved from https://www.americanprogress.org/issues/education-k-12/reports/2018/08/16/454864/well-rounded-education/

Academy Charter School in Camden, NJ. In 2018, she wrote a powerful article about her experience leading her school that once had a retention rate of 50 percent and under her leadership shifted from 50 percent to 100 percent for thirteen consecutive years. Increasing student retention was necessary for breaking the cycle of poverty in the community her school served. However, family and community partnership were key elements to their support. Together, we are partners in education.

C. Enrollment and Demand

K-8 Restart Enrollment Projections

Grade	Year 1 Enrollment	Year 2 Enrollment	Year 3 Enrollment	Year 4 Enrollment	Year 5 Enrollment	Year 6 Enrollment	Year 7 Enrollment
K	56	56	56	56	56	56	56
1	56	56	56	56	56	56	56
2	56	56	56	56	56	56	56
3	56	56	56	56	56	56	56
4	56	56	56	56	56	56	56
5	56	56	56	56	56	56	56
6	56	56	56	56	56	56	56
7	56	56	56	56	56	56	56
8	56	56	56	56	56	56	56
Total	504	504	504	504	504	504	504

Rationale for size

Promise Prep seeks to partner with IPS to restart a chronically low-performing neighborhood school. Given the history of volatile enrollment trends at Innovation Network restart schools in Indianapolis, Promise Prep's enrollment charts take into account current enrollment at known underperforming schools and creates room for additional student enrollment to ensure all students who live in the neighborhood boundary are able to access seats at the school. As stated above, there are 9,943 school age children under the age of 14, but only a fraction of them are currently enrolled in their zoned neighborhood school.

Promise Prep Survey

In a recent survey conducted by Promise Prep, more than half of the people surveyed are not satisfied with the education and services provided by their neighborhood schools. When surveying community members, Promise Prep found that more than 90% of the individuals surveyed agreed that their neighborhood school should serve students holistically. Additionally, about 50% of the individuals surveyed said they don't believe their neighborhood school is safe, joyful, and structured. Also, above 90% of the participants want their neighborhood school to offer the most rigorous curricula and support for students as they work to achieve at high levels. Furthermore, 90% believe their neighborhood school should actively integrate families and community partners in the school

⁷ Bonilla-Santiago, G., LEAP Academy University Charter School, Rutgers, & The State University of New Jersey. (2018, January 25). Education: Key to Breaking Cycle of Poverty. Retrieved from https://www.huffpost.com/entry/education-key-to-breaking_b_14369716

community. Finally, our survey found that 53% of individuals surveyed believe their neighborhood school should believe in their child's potential. The survey questions and responses can be found in **Attachment A**;

Promise Prep Recruitment Plan

Promise Prep will utilize a multi-pronged recruitment strategy that ensures that the community is aware of, and has input about, the changes at the school, while also ensuring that all current students are able to return to the school.

1. Retaining Current Students

Promise Prep will be a restart and will prioritize retaining current students at the school we restart.
 In order to ensure a smooth transition, we will work with IPS to meet families and students prior to the end of the current academic year.

2. Recruiting New Students

o In an effort to ensure Promise Prep is known to families in the community who may be seeking better educational options, we will participate in community outreach events with local churches, youth organizations, and community centers. The leadership team will also canvass the school's neighborhood to both engage stakeholders and ensure the neighborhood is aware of coming changes at the school. We will market these canvassing and event efforts on social media and through door hangers, flyers, and other swag (pens, bags, etc.) that will be distributed at community events. We will also work with Enroll Indy to participate in their planned community engagement events. Because it is our intent to partner with IPS to restart a neighborhood school, we will restrict our recruitment efforts to a certain geography to ensure that all students who live in that neighborhood are given a chance to access the school.

3. Other Events

o In an effort to ensure we reach as many families as possible, Promise Prep will host regular community events at the school site that allow families to register through Enroll Indy on site. These events will include micro-demonstrations of the school model.

Promise Prep enrollment practices will comply with Indiana law and applicable federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, and including but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990. Enrollment in the school will be open to all students. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, ancestry, or any other criteria that would be unlawful. The leadership at Promise Prep will adhere to any applicable desegregation orders.

Promise Prep will participate in Enroll Indy, which provides families the opportunity to choose a school that meets their student's needs and ensures equitable access to all schools of choice for families in accordance with Indiana's open enrollment policies. Promise Prep believes that a strong common enrollment system helps "level the playing field" for students no matter their families' income level or social standing in the community and provides access to quality schools for all students. As an Innovation Network School, we will give students in our neighborhood zone priority in the lottery process, and any remaining seats will be open to applicants outside of our community. Promise Prep will accept students throughout the year as its enrollment targets and facility space allow, and any student who is currently residing in, or moves into, the school's zoned area will be guaranteed a seat at the school at any time.

The leadership at Promise Prep recognizes that there was recently a school closure on the Far Eastside, causing hundreds of students to be displaced. It is our mission to bring the Far Eastside a community-focused, sustainable school option that recognizes and embraces the unique assets and challenges of the neighborhood. We are excited for the new high school options that are coming to the area, and are committed to preparing our scholars to access and succeed in these exciting opportunities.

II. Educational Services Provided

A. Education Model - Instruction and Implementation

Promise Prep Academic Approach

Our unique approach emphasizes a well-rounded education to ensure all of our students are prepared to succeed in college and beyond with the ultimate goal of ending generational poverty. Our school will establish a culture of joy weaved in with the expectation of learning and critical thinking. Students are recognized for academic achievement in equal measures to their representation of our values. The arts, physical education, and social and emotional learning are also integral parts of each school day.

English Language Arts

Promise Prep's approach to English Language Arts is grounded in the belief that in order for students to enter, thrive in, and graduate from college, they must have a command of reading, writing, speaking, and listening skills and a holistic understanding of literature and its purpose. The National Reading Panel states that teachers should adopt a "balanced" reading approach, with instruction in phonemic awareness, alphabetic understanding, and automaticity with the code forming the framework of reading instruction. We are committed to delivering on good reading instruction that is explicit, intensive, and systematic. Such instruction is beneficial for all learners, but it is non-negotiable for students at risk for reading failure. Explicit instruction will teach specific reading skills that help students acquire the knowledge to decode print—skills that low-income urban learners don't always acquire through incidental learning.

At both the elementary and middle school levels, students engage in a Balanced Literacy approach that thoughtfully builds independence and empowers students to take ownership of their learning and goals. Promise Prep believes in a balanced approach that builds a solid foundation for all students, sparks curiosity, and cultivates a joy and love of learning. In order to develop well-rounded and empowered readers and writers, the Promise Prep Balanced Literacy program seeks to balance multiple approaches and instructional areas, including, but not limited to:

Phonics

• Frequency: 30 minutes, 5 times per week.

- **Purpose:** Build student skills in letter-sound correspondence and decoding so that they are equipped to apply these foundational skills to read for meaning.
- **Format:** Teachers review previous skills at the start of the lesson, then introduce a focus sound for the day. Teachers engage students in a variety of brief activities to practice hearing the letter(s), reading the letter(s), and writing the letter(s).
- Materials: Success for All's Fast Track Phonics Program.

Guided & Independent Reading

• Frequency: 40-45 minutes, 5 times per week.

- **Purpose:** Rapidly move students as readers.
- Format: Teacher pulls a group of 6-8 students on a similar reading level and/or with similar reading gaps to lead a small group lesson.
 - <u>Book Launch:</u> Teacher builds authentic interest in the book, previews vocabulary words, and introduces a transferable reading strategy for students to use while reading.
 - <u>Coaching During Reading:</u> As students read independently, the teacher moves between each student in the group to implement a clear coaching plan, reading with the student and/or asking questions to assess comprehension.
 - <u>Book Discussion:</u> Teacher asks a pre-planned set of transferable questions to check for understanding of the book and arrive at the main idea. Students leave the group with a

⁸ Ascd. (n.d.). Retrieved from http://www.ascd.org/publications/books/110058e4/chapters/Delivering-What-Urban-Readers-Need.aspx

- clear understanding of the book and the reading skill they need to continue working on to grow as a reader.
- <u>Independent Reading:</u>Students who are not part of a reading group read independently from a book on their independent reading level.

Materials:

- Guided Reading Book Sets by Scholastic
- Leveled Literacy Intervention by Fountas and Pinnell Literacy

• Close Reading

- **Frequency:** 40-45 minutes, 3 times per week.
- **Purpose:** develop joy, confidence, and precision in reading and writing by building student independence to navigate grade-level texts of all genres.
- o Format: Students read and analyze a grade-level text. A typical lesson includes:
 - <u>Preview:</u> Teacher quickly previews the text, including the genre of the text.
 - <u>Shared Reading and Discussion:</u> Teacher reads the text with students, stopping at appropriate points to ask transferable questions related to the main idea of the text.
 - Main Idea Writing: Students respond to the text by writing the main idea or responding to a question about the main idea of the text as the teacher circulates to collect data and strategically coach students based on a pre-planned coaching plan.
 - <u>Student Work Discourse:</u> Teacher shares 1-2 pieces of student work to highlight a specific whole-class trend.
 - Revision: Students have an opportunity to revise based on individual coaching and whole class feedback
- Materials: Close Reading Text Sets by the Lavinia Group.

• Reading and Writing

- Frequency: 90 minutes, 5 times per week.
- Purpose: Model and reinforce strong habits of reading and writing while strengthening student comprehension and content knowledge.
- Format: Students learn and practice new reading and writing skills through whole class readings and discussion, partner and group work, and independent practice. Units incorporate:
 - Whole-Class Read Aloud and Discussion: Teacher reads a text with students, stopping at appropriate points to ask transferable questions related to the main idea of the text and the daily teaching point. The text is related to the content of the unit of study, allowing students to practice reading skills while developing their content knowledge.
 - Reading Workshop: Teacher models a reading skill and gives students an opportunity to practice the reading skill as a whole class before students move to independently read and practice the skill. Students then engage in partner reading and whole class discourse to discuss a guiding question related to the thematic unit of study.
 - Writing Workshop: Teacher introduces the writing skill and then models the writing skill with the class. Students then work to independently apply the writing skill while the teacher strategically coaches students on their writing. The lesson ends with students sharing their writing with a partner and then summarizing their new learning through a whole class discourse.
 - <u>Field Trips or in-class guests and presentations:</u> Field trips offer invaluable experiences for students to see and touch history and to be immersed in the topics of study within each unit.
- Materials: Insight Humanities by the Lavinia Group.

Mathematics

Our Mathematics vision is to provide students with the ability to make sense of the world through a mathematical lens by emphasizing conceptual understanding and development of problem solving habits and tools. In keeping with this vision, we promote mathematical routines, productive struggle, and differentiated instruction. Promise Prep also utilizes Cognitive Guided Instruction (CGI), an approach to mathematical thinking that features rigorous student-to-student discourse and problem solving opportunities. Presearch has shown that the conceptual understanding that CGI-based instruction produces a strong foundation for students to be successful in later grades. Thomas Carpenter and his colleagues found that conceptual understanding that children build in elementary school provides children with a solid framework for extending their knowledge of numeracy and arithmetic to learn algebra. Academic components related to math are as follows:

• Math Workshop

- Frequency: 40-45 minutes, 4-5 times per week.
- **Purpose:** Develops students' conceptual understandings of the grade-level content outlined in the Indiana State Standards
- Format: Varies by lesson. A typical lesson includes:
 - <u>Conceptual Development:</u> Teachers use a variety of methods to introduce students to the math concept for the day.
 - <u>Practice:</u> Students apply their new understanding of the math concept, along with their previous understanding of the concept, to solve a set of related problems independently or with a partner.
 - <u>Discourse:</u> Teachers lead a whole class discussion to summarize the learning that students did during the lesson.
 - Exit Ticket: Students apply their learning to complete 1-2 problems independently. After the lesson, teachers study the exit ticket to assess learning and plan for the next day's lesson

Materials:

- <u>GrK-5:</u> Eureka Math, with minor adjustments to meet all Indiana State Standards.
- <u>Gr6-8:</u> Open Up Resources, with minor adjustments to meet all Indiana State Standards.

• Story Problems

- **Frequency:** 30-40 minutes, 4 times per week.
- **Purpose**: Develops critical thinking and problem solving skills, understanding of the base ten number system, and allows students to invent strategies for solving math story problems.
- Format: Students work to independently solve a story problem and develop new ideas about math problem solving through shared discussion. A typical lesson includes:
 - <u>Launch</u>: Teacher introduces the story problem by making the context of the problem relevant to the class and uses transferable questions to help students understand what's happening in the story so that they can make a plan to independently solve the problem.
 - Work Time: Students use a variety of math tools, drawings, or equations to independently solve the problem, represent their work, and write equations that represent the story. Teacher(s) circulate to collect data on the strategies being used by the class and any challenges and identify 2-4 students to present their work to the class for discourse.
 - <u>Discourse</u>: Pre-selected students share their strategies for solving with the class. After hearing all of the strategies, the class discusses what they notice about each strategy and compare the strategies to develop new mathematical conjectures to be used when solving problems in the future.

⁹ News. (n.d.). Retrieved from https://wcer.wisc.edu/news/detail/cgi-math-encourages-ingenuity-and-reasoning

¹⁰ Carpenter, T. P. (1999). *Children's mathematics: cognitively guided instruction*. Portsmouth, NH: Heinemann.

Materials:

- Children's Mathematics by Tom Carpenter, et al.
- Lavinia Group Story Problem Sets for GrK-4.

Fluency Routines

- Frequency: 15 minutes, 5 times per week.
- **Purpose**: Develops number sense and critical thinking skills.
- Format: Varies by routine. A typical lesson may include:
 - <u>Introduce the Routine:</u> Teachers introduce the routine for the day.
 - Practice: Students mentally solve a set of related problems as a class with partners and independently.
 - <u>Discourse:</u> Students discuss patterns or relationships they notice and develop and prove math conjectures that might help them to solve future problems.
 - Exit Ticket: Students solve 1 problem independently so that teachers can assess learning for the day.
- Materials: Teachers use the data collected through exit tickets, unit assessments, and interim assessments to determine the areas of growth for the class and plan fluency routines in response to the data. Resources for planning include:
 - Eureka Math Units.
 - Number Talks for Whole Number Computation by Sherry Parrish.
 - Number Talks for Fractions, Decimals, and Percents by Sherry Parrish.
 - <u>Number Sense Routines: Building Numerical Literacy Everyday</u> by Jessica Shumway.
 - Number Sense Routines: Building Mathematical Understanding Everyday by Jessica Shumway.

Fast Facts

- Frequency: 5 minutes, 5 times per week.
- **Purpose:** To develop automaticity with math facts.
- Format: Students review strategies for developing automaticity with math facts through whole class discussion and independent practice. A typical lesson includes:
 - Review: Students review the month's focus facts and practice as a class or with partners. The class discusses how certain facts are related and strategies for solving related facts.
 - <u>Practice:</u> Students practice solving as many problems as possible in one-minute (number of problems varies by grade).
 - <u>Grade and Celebrate:</u> Teachers share the correct answers to the practice. Students score their work and celebrate their academic growth.
- Materials: Teachers use the Indiana State Standards to map out specific math facts to focus on
 with students monthly and create in-class practice and homework sheets that allow students to
 practice and develop fluency with facts.

• Counting & Money Collections

- Frequency:
 - 30 minutes, 4 times per week at the start of year in Kindergarten.
 - 30 minutes, 1 time per week in GrK-2.
- **Purpose:** To develop counting skills for counting sets of objects and coins.
- **Format:** Students learn and practice strategies for counting objects and money though whole class discussion and independent practice. A typical lesson includes:
 - <u>Launch:</u> Teachers reinforce the strategies the class is working on to become better counters.
 - Work Time: Students independently work to count a set of objects, or coins, and represent the amount of objects or coins they have. Teachers circulate to collect data on

- the strategies that students are using to count and to identify 2-4 students to share their counting with the class during discourse.
- <u>Discourse</u>: Pre-selected students share their strategies for counting with the class. After hearing all of the strategies, the class discusses what they notice about each strategy and what counting strategies they would like to try the next time they count.
- Materials: Teachers develop a focus for the day and the number of items or coins that students will count based on the needs of the class.

Science

Promise Prep is committed to instilling an early love of inquiry, critical thinking, and problem solving, which will in turn ignite a curiosity and pursuit of STEM-related careers in our students.

- **Frequency:** 45 minutes, 2-5 times per week (varies by grade).
- **Purpose:** Teaches students to think, read, write, and argue like real scientists and engineers. Develops content knowledge while reinforcing reading and writing skills.
- Format: Students explore science content through a variety of modalities. Units include hands-on activities for students to investigate scientific phenomena, opportunities for students to engage in collaboration and discussion, read scientific texts, and develop models or written explanations to arrive at a solutions related to scientific phenomena.
- Materials: Amplify Science.

Social Studies

- **Frequency:** 45 minutes, 3-5 times per week.
- **Purpose:** Reinforces reading, writing, and critical thinking skills as students read and analyze a variety of primary and secondary sources to construct convincing arguments both orally and in writing.
- **Format:** Units include history lab lessons, writing lessons, and project-based learning and simulations. A typical history lab lesson includes:
 - <u>Do Now:</u> Students revise an exit ticket from the previous lesson or complete a series of Do Now questions to prepare for the lesson.
 - <u>Context:</u> Students watch a video, listen to a podcast, or study other immersive media and discuss these sources, as well as their homework reading, to build background knowledge.
 - <u>Investigate:</u> Students independently investigate historical sources to answer a question and find evidence to support their conclusions.
 - <u>Discuss:</u> Students participate in a rich discussion to share and debate their findings from their study of historical sources. They support their ideas with textual evidence and their historical background knowledge.
 - <u>Exit Ticket:</u> Students independently complete an exit ticket to demonstrate their mastery of the big idea from the lesson.
- Materials: Success Academy History and Lavinia Group Insight Curriculum.

Technology

Students learn best in a vibrant learning community when they are talking, thinking, debating, and engaging with their peers. Our approach to technology use in schools ensures that any materials or systems enhance the blended learning experience without replacing instruction. On average, there is one computer for every scholar in grades 3-8. Scholars in grades K-2 have access to a combination of tablets and laptops. Promise Prep uses a variety of systems in order to provide individualization and opportunities for an extended school day with learning encouraged on these

platforms before and after school. These platforms can also be used to inform intervention as well as improve instruction.

Enrichment

We strive to nurture the whole student, mind and body. We offer a rigorous, well-balanced curriculum taught by content-certified specialists; students also participate in arts and athletics that expand their creativity and promote a healthy lifestyle. These programs help students develop skills like self-expression, perseverance, and accepting feedback early on in life that will help carry them through college and career and help them lead fulfilling lives.

• Arts

- Students learn to sing in healthy voices and learn to play instruments such as hand percussion, xylophones, drums, recorder, and more. Students will also learn how to read and write musical notation.
- The visual arts program is rooted in teaching strong technical skills while prioritizing a student-driven vision and creative expression. Projects are centered on one medium at a time, including painting, drawing, collage, sculpture, and printmaking. During the art-making process, students are encouraged to build awareness and self-reflection to better understand their own unique creative process.¹¹

Sports

- The Physical Education curriculum is movement based; we aim to keep students active and moving for the majority of the class. Our goal is to instill in our scholars skills for a lifetime of physical activity.
- Our physical education curriculum includes:
 - Movement exploration
 - Fitness
 - Dance/Step
 - Soccer
 - Basketball
 - Track and Field
 - Volleyball
 - Throwing and Catching
 - Striking with Paddles¹²

Character Education

Character development is not an "add-on" at Promise Prep, it is the foundation upon which our college-ready curriculum is built. Although many schools support character growth, what distinguishes Promise Prep is our holistic approach to character development and our distinct character-building practices. While our primary goal is the development of each child, our experience has taught us that all constituents, including students, families, and teachers, must strive for personal growth in order for students to achieve it. For this reason, 100% of our community members regularly participate in Promise Prep's character program, from family members to school leaders to staff. Our collective effort, authentic partnerships with families, and consistent self-reflection attend to the greater humanity of the children we serve, something we believe other urban schools too often miss. Program elements appear below:

Morning Meetings/Harambees: Harambee is a Kiswahili word that means "let's pull together." The phrase was first used as a method of unity upon the release of Jomo Kenyatta from prison in Kenya. Kenyatta had been imprisoned for several years for demanding freedom from Britain for his country. He had not committed a crime. While in prison he had been treated harshly. Toward the end of his stay in prison, Kenyatta was elected president of

¹¹ Susanna. (2019, August 15). The Importance of Art for Child Development. Retrieved from https://exploringyourmind.com/importance-art-child-development/

¹² Neighmond, P. (2015, July 1). Benefits Of Sports To A Child's Mind And Heart All Part Of The Game. Retrieved from https://www.npr.org/sections/health-shots/2015/07/01/418899249/benefits-of-sports-to-a-childs-mind-and-heart-all-part-of-the-game

the newly independent Kenya. Of course, when he was released from prison, there was fear throughout the country that Kenyatta and his supporters would seek revenge for their cruel treatment while in prison. In his first speech as president to his countrymen, Black and White, friend and enemy, he asked that all people hearing his voice join hands. He then instructed them to shout "Harambee!" three times, the third Harambee being the loudest. Even today in Kenya, Harambee is used to settle disputes and other conflicts. "Harambee!" at Promise Prep is a time of informal sharing when students and staff come together to celebrate themselves and each other. This session will be conducted as outlined below and be limited to 15 minutes. It should energize both students and staff and create a positive atmosphere. Parents and community leaders are encouraged to participate. Harambee structures include:

- Read Aloud/Greeting
- Motivational Song/Cheers/Chants
- Recognitions/Group Activity
- Announcement/Morning Message¹³

College Prep Program

Promise Prep's commitment to ensure every student is prepared to succeed in college goes beyond a caring, supportive school environment and rigorous academic preparation; our school is preparing scholars, starting in Kindergarten, with the skills, knowledge, and exposure they must harness to leverage college as a tool to end generational poverty. Below you will find elements of our college prep programming:

- All students, families, and teachers sign an annual Commitment to Succeed in College Certificate.
- As a symbol of our commitment to college preparation and belief that it is important to begin planning early, we encourage our families to open a 529 College Savings account, which can be opened with a minimum of \$25. Earnings grow free of federal taxes, and we would like to match annual contributions of \$50. Promise Prep is in communication with multiple community corporations and funders currently to discuss potential partnerships. Public Prep, a charter network in NYC has had tremendous success with a similar program. Their initiative promoted a college preparatory atmosphere.
- Promise Prep welcomes visitors across all campuses for our annual College and Career Week in May.
- Grade level teams take annual college visits to colleges and universities in Indianapolis and beyond.
- Each grade will be associated with a college conference. This will expose the students to a diverse group of colleges throughout their academic experience.

College Prep Program		
Grade	College Conferences	
Kindergarten	Horizon League	
First	Big East	
Second	ACC	
Third	Big 10	
Fourth	Ivy League	
Fifth	Newmac	

¹³ J. Benton, D. Jackson, and B. Gallman, Project: Sankofa, A Rites of Passage Program Philosophy, Theory & Overview, Columbia, SC: Our Community Organization, 1998

¹⁴ College Prep for Children in Grades K-8. (n.d.). Retrieved from http://www.gocollege.com/admissions/preparing/childhood/

Sixth	Nescac
Seventh	Big 12
Eighth	NCAC

School Calendar

The school calendar is outlined below. Due to the nature of our partnership with IPS, Promise Prep will follow the IPS calendar, but will only take partial one-week intercessions vs. two-week intercessions in order to recognize additional instructional days as reflected in the calendar below.

Promise Prep School Calendar			
Term	Dates	School Days	
Quarter 1	August 5-October 4	44	
Fall Break	October 7-October 11		
Quarter 2	October 14-December 20	48	
Winter Break	December 23-January 3		
Quarter 3	January 6-March 6	48	
Spring Break	March 16-March 20		
Quarter 4	March 23-May 22	43	
Summer Enrichment/Bridge	May 26-June 5	10	

At Promise Prep our school day will begin at 8:00 a.m. and end at 4:00 p.m. We will offer before and after school care as well as clubs each day, excluding Friday, from 4:00-5:30 p.m. Each week, Friday will serve as our "early release" day. On this day, teachers, staff, and leaders will participate in professional development activities, including curricular presentations, data dives, academic planning, team building, cultural presentations, and community partner presentations. Simultaneously, students will participate in a range of club activities, including sports, technology, STEAM, Visual Arts, dance, music, and leadership activities from 1:15-4:00 p.m. We will work with IPS to coordinate transportation on early release days. Budget line item 128 for transportation can support this effort as well.

At the beginning of the school year, we will communicate the high expectations and rigorous academics upon which our model is built, which requires additional learning days for all students. While we acknowledge the impact that shortened breaks may have on families, we believe these additional days are critical for our students. As a potential restart operator with IPS, we also acknowledge that many of our students may be below grade level in ELA/Math. We believe it is extremely important to provide more days for them to not only catch up but move toward proficiency and beyond. We will gather feedback on the impact the shorter break may have so we can be proactive in finding solutions. Being direct, sharing our rationale, and being receptive to feedback will allow us to create a space in which we can problem-solve with families to reach the best possible scenario. Lastly, it is important that we

form partnerships with community organizations that can support our families, particularly during out-of-school time. Attachment B shows sample schedules for grades K-8.

A Day in the Life at Promise Prep as a Student

- 8:00-8:30- Before school care
- 8:30-8:55- Arrival/Breakfast (At Promise Prep, we ensure every child is greeted at the door during arrival)
- 8:55-9:00- Transition
- 9:00-9:15- Morning Meeting (Social Emotional Learning)
- 9:15-10:00- Guided Reading
- 10:00-10:10- Students will eat a healthy snack
- 10:10-11:40- Insight Reading and Writing Curriculum
- 11:40-11:45- Math Fast Facts
- 11:45-11:50- Transition to recess
- 11:50-12:15- Recess
- 12:15-12:40- Lunch
- 12:40-12:45 Transition to Classroom
- 12:45-1:15- Math Story Problems
- 1:15-2:00- Math Workshop
- 2:05-2:50- Enrichment/Specials
 - o Science (Tu, Th)
 - o Gym/Sports (W, F)
 - Performing Art (M)
- 2:50-3:30- Close Reading/Clubs
 - o Close Reading (M, Tu, W)
 - Clubs/Sports or Intervention (Th)
- 3:30-3:45-Math Routines
- 3:45-4:00- Dismissal

A Day in the Life at Promise Prep as a Teacher

Teachers will typically have between 45-75 minutes for lesson prep and internalization each day. This will occur during students' lunch breaks, specials, or enrichment classes. Also, teachers will have time in the morning before school starts to prepare for lessons or internalization. Lastly, an hour of our Friday early release time will be dedicated to supporting teachers with lesson internalization. This time is sacred because it allows teachers to study the lessons they will implement and practice effective teaching practices to support student achievement. They will also use this time to look at student work to identify gaps in learning.

- 7:45- Staff arrival to school to prepare for the day
- 8:00- Staff huddles daily to go over data, content or meet as a grade team
- 8:30- Staff goes to their morning arrival duty post
- 9:00-9:15- Teacher leads a morning with with joy
- 9:15-11:25- Teacher teaches English Languages Arts
- 11:30-12:15- Teacher's lunch/Prep
- 12:20-1:05- Teacher's Participate in Intellectual Preparation, coaching, content, or grade team meetings
- 1:10-3:15- Teacher teaches Math
- 3:15-3:45- Teacher supports clubs and build authentic relationships with students
- 3:45-4:00- Student Dismissal
- 4:00-4:15- Teacher calls families to connect about student highlight, academic performance or behavior.

B. Educational Model - School Culture and Discipline

Promise Prep's School Culture and Discipline Policy adheres to three guiding principles:

- 1. A positive culture must emphasize success and motivate students to succeed.
- 2. Strong classroom management is based on strong relationships between and among teachers and students. As such, disciplinary consequences will be relational; this means that consequences should promote relationship-building and repair (e.g. between a pair of students or between a teacher and a student). Consequences that do not have a relational component are not aligned with our vision. Please see Attachment C for a detailed School Discipline Plan.
- 3. All students must be served. We recognize their unique perspectives, experiences and challenges, meet them where they are, and help them achieve a life of choice.

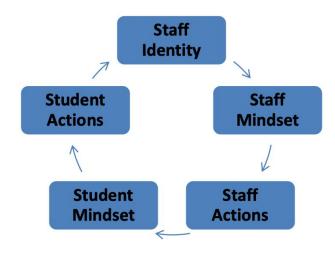
Promise Prep commits to efficiency and fairness by ensuring that we spend as much time learning as we can. We do this by focusing heavily on common expectations, systems, and routines that help support a joyful learning environment. This helps us to maintain clear and consistent expectations for our students and ourselves, and to standardize effective school practice through systematic application and routine. Our belief in our students is unwavering and academic success alone is not enough. We believe expectations can be upheld with compassion, respect, and joy! Our students work to cultivate the character strengths needed to build healthy relationships with themselves and others, developing the tools that will help them navigate through life in and beyond the classroom. Our school culture is heavily influenced by Ramapo for Children and Responsive Classrooms. Ramapo's approach is the culmination of 96 years of experience in creating inclusive environments that promote learning, skill development, and positive behavioral change. Responsive Classroom is an evidence-based approach to teaching and discipline that primarily focuses on engaging academics, positive community, effective classroom management, and developmental awareness. Provided the specific community and development and development and development and development.

Moreover, we believe school and classroom culture begins with adults. When staff approach their daily work with specific mindsets and cultural competency, it results in direct, positive effects on student actions and outcomes. We must recognize that our identity and experiences produce specific mindsets that directly influence how we act, and that our actions have an incredible influence over how our students think of themselves as individuals, as learners, and as members of our school community.

About Responsive Classroom. (n.d.). Retrieved from https://www.responsiveclassroom.org/about/

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¹⁵ Our Approach. (n.d.). Retrieved from https://ramapoforchildren.org/about/our-approach/



STAFF	STAFF	STAFF ACTIONS	STUDENT	STUDENT
IDENTITY	MINDSETS		MINDSETS	ACTIONS
 Race Gender Class Background Experiences Cultural pedagogy 	 Deep Belief and Direct Influence Self-Awareness and Significant Relationships Caring Communities and Restorative Learning Student Voice and Empowerment Joy 	 Purpose and Rationale Urgency and Goal Orientation Engaging Approach Build Mindset Rapport and Proactive Relationship Building Create Social Belonging 	 Social Belonging Growth Mindset Self-Efficacy Relevance 	 On-Board Productive Interactions Student Leadership Culture of Persistence

Pedro Noguera once said, "The term 'racial identity' refers to one's psychological response to one's own race; it reflects the extent to which one identifies with a particular racial group and how that identification influences perceptions, emotions, and behaviors toward people from other groups." Theories of racial identity development are pertinent to teachers because depending on how you think about the role of race in who you are and how others view you, you can either develop positive or negative perspectives on your ability to be successful. Clearly, those perspectives impact students' relationships with their teachers and their school work.¹⁷

We aim for equitable practices that push us to be the best we can be for our students. We are committed to ensuring our staff are trained in the following cultural context objectives:

- Leaders are invested in and believe that cultural context is integral to improving student achievement
- Staff will know their identity
- Staff knows, understands, reflects upon, and respects students' culture
- All staff understands how bias and assumptions inform expectations of others
- Staff will build authentic relationships with students, families, and other staff

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- Use students' race, culture, and identity to make instruction relevant and more effective
- Students have knowledge of their own identity and the skills to build relationships with others

We will also make sure our entire staff is trained in the following cultural context professional development:

- Session 1: Racial Identity Awareness
- Session 2: Racial Identity Development
- Session 3: Implicit Bias, Stereotypes, and Expectations
- Session 4: Power: Privilege and Systems of Oppression
- Session 5: Relationships: Warmth and High Expectations

Culturally responsive pedagogy is at the heart of what we do at Promise Prep because we want Indianapolis to be a city that delivers equitable education. We are currently looking for partners to help us achieve this mission and will explore local and national resources. Through philanthropic support, we also plan to send our leaders to UnboundEd's Standards Institute. The Standards Institute is an immersive, five-day professional development experience designed to build, improve, and sustain equitable instructional excellence in ELA, math, and leadership. Learning is grounded in the intersection of the standards, content, aligned curriculum, and the equitable instructional practices that are essential for closing the opportunity gap caused by systemic bias and racism. I attended The Standards Institute in February and it was a transformative experience that pushed me as a leader to check my own biases when serving black and brown students by understanding the importance of standards.

6 Week Vision

By Week 6 of a school year, you can tell a lot about the state of a school's culture. The look, sound, and feel of any classroom is typically a clear indicator of the school's tone and feel for the remainder of the year. We rally around a Week 6 Vision of Excellence for establishing our vibrant, joyful, disciplined, focused, and urgent school culture. We know that for this to happen, we need a strong cultural foundation in place with clear, consistent routines and student character and academic habits. In the first six weeks of the school year we have the opportunity to set the table for a year of dramatic achievement.

Our culture systems exist in order to create joyful classrooms where scholars are invested in their teacher, their teammates, their own work, and their classroom. In order to achieve outstanding academic results, we must invest significant time building scholar habits, crystallizing power routines, and creating an environment in which students love their teachers, teammates, and their school in order to create a space with minimal distractions for learning. With clear and consistent systems, our scholars will develop the foundational habits that will help them become critical thinkers, have choices, capitalize on opportunities, and secure continuing economic advancement to impact their community. Attachment D outlines the comprehensive 6 Week Vision.

Publicizing Discipline Rules

We will explicitly share our discipline guidelines during our back to school event. We will be prepared to translate it to our families in English, Spanish, and any other languages necessary to be inclusive of our entire school community. We will explicitly outline the culture and learning environment we aspire to have at our school and ways parents and guardians can support or reinforce at home. Every classroom will have incentives and logical consequences clearly outlined for the students and teachers to see on the walls and in high-traffic areas of the school. Our behavior system will be unified and all families will receive a family handbook that outlines all of our discipline policies. The systems that comprise the Promise Prep model will be documented in comprehensive playbooks that serve as blueprints, training documents, and reference guides for all school administrators, teachers, and support staff. By developing and documenting proven systems, and by encouraging staff members to use and follow these systems with appropriate levels of flexibility, we can ensure a professional school culture.

Social Emotional Learning & School Culture

Second Step

- The Second Step K-5 Suite provides a fully integrated framework for protecting elementary school students and promoting their social, emotional, and academic success. By combining our Bullying Prevention Unit and Child Protection Unit with our foundational Second Step Social-Emotional Learning, we have simplified an approach for safe, supportive schools. Each component's lessons are age-appropriate, easy to teach, and fun to learn.¹⁸
- Middle school is a time of change. Second Step teaches powerful skills and competencies such as handling strong emotions, setting and meeting goals, making good decisions, and forging positive relationships while building the safe, supported learning environment middle schoolers need to succeed.
- 19Monthly Community Meetings: Monthly Community Meetings will convene the entire school or individual grade levels to learn about an element of the Promise philosophy, to strengthen the school's character-culture, to celebrate success with one another, and to respond to current events. These meetings are an opportunity for students and faculty to reflect on the progress and direction of the larger school community, and is led by a consistent school leader.
- Family Day: Every May, we invite all stakeholders together for a celebration. The school day ends at 1:00 p.m. Parents, scholars, teachers, and staff enjoy outdoor activities, contests, and games for the rest of the afternoon. This event brings a festive end to a year of hard work and success.
- Parent Academy: The Parent Academy, led by FAC members, the Dean of Students, a counselor and a social worker, is a monthly meeting that offers support and education to families within the Promise Prep community. The Parent Academy is meant to provide families with the resources they need to support and teach their children while they attend Promise Prep. Every month, the FAC hosts a Parent Academy workshop about a specific topic designed to improve parenting skills that in turn help students become better citizens. Example topics include:
 - Creating an Effective Learning Environment at Home
 - Discipline and Management Styles
 - Understanding your Scholar's Learning Style
 - Financial Planning

• Promise School Values

- Perseverance
- o Respect
- Ownership
- o Mindset
- Integrity
- Synergy
- o Excellence

Namesakes

Each classroom is named after inspirational individuals who scholars identify with, look up to, and study throughout the year because we believe representation matters. Our Namesakes wear many hats and many are known for accomplishments across sectors. Below you will find sample classroom namesakes.²⁰

Namesake Classrooms			
Grade	Classroom 1	Classroom 2	
Kindergarten	Nelson Mandela	Frida Kahlo	

¹⁸ Elementary School Curriculum: Evidence-Based Social-Emotional Learning Program: Second Step. (n.d.). Retrieved from https://www.secondstep.org/elementary-school-curriculum

https://www.communitiesinschools.org/blog/2018/02/students-cant-be-what-they-cant-see-why-educator-representation-matters/

¹⁹ Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social–emotional competence: An evaluation of the elementary version of Second Step®. Journal of School Psychology, 53(6), 463–477. doi: 10.1016/j.jsp.2015.09.002

²⁰ #Isawmyself: Why Educator Representation Matters. (n.d.). Retrieved from

First	Cesar Chavez	Helen Woods-Lands
Second	Thurgood Marshall	Madame CJ Walker
Third	Major Taylor	Roberta Menchu
Fourth	Oscar Robertson	Julia Carson
Fifth	Muhammad Ali	Sonia Sotomayor
Sixth	Crispus Attucks	Angela Davis
Seventh	Jean Michel- Basquiat	Mae Jemison
Eighth	Lin Manuel Miranda	Harriet Tubman

C. Curriculum

Promise Prep has made every effort to choose strengths-based curricula that support our academic approach and are aligned to Indiana State Standards. We also chose complex, rigorous curricula that teach transferable skills and habits, build students' background knowledge, are focused, and easy for teachers to implement, as identified by EdReports. The following curricula will be used by Promise Prep with a myriad of supports to ensure students receive an academically rigorous education that is adaptable for Exceptional Learners and English Language Learners. The curriculum will be delivered with fidelity and provide appropriate scaffolds, accommodations, and modifications when necessary. A variety of pedagogical techniques will also be used to support student learning. We are partnering with the Lavinia Group, a world class educational organization focused on closing the achievement gap by supporting partners schools like Promise Prep achieve phenomenal literacy and math instruction through leader and teacher training. They also support schools in making appropriate adjustments to curriculum to align with state standards. A summary of the selected curricula and their alignment to Promise Prep's academic approach is offered below.

Insight Humanities/ELA curriculum

The Insight Humanities program teaches core history content through literacy and project-based learning. The scope and sequence applies an "expanding environments" approach, starting with the localized study of family and community in Kindergarten and expanding both back in time and outward to a global scale by fifth grade. Units are designed to develop both content knowledge and reading and writing independence across grades. All units are thematically linked to the inquiry focus throughout the year and work backward from inquiry-based essential questions. Promise Prep will work with Lavinia Group to correlate each Common Core standard used in Eureka to a corresponding Indiana standard. Units incorporate:

- Whole-class Read Aloud and Close Reading
- Reading Workshop, with dedicated time for independent reading and research
- Writing Workshop
- Individual and group project work
- Field trips or in-school guests and presentations

The scope and sequence and content selections were intentionally designed using culturally responsive principles and practices. Across each unit, we will:

- Select diverse authors and books that provide affirming mirrors to reflect students' experiences as well as windows into people, places, and periods that are new.
- Organize our scope and sequence around community and social justice-oriented themes, or the "Inquiry

Focus," in every grade (see our scope and sequence in Attachment E for examples).

- Reject a single story of history. Instead, Insight Humanities history-driven units highlight topics and narratives that are often marginalized, teaching a more complete and balanced history.
- Include robust world history studies to instill students' connection with and empathy for the shared human experience across cultural contexts.
- Provide daily lesson plans that incorporate essential elements of culturally responsive teaching and learning, including time spent on robust whole-class, small group, and partner discourse, honoring student choice during independent reading and project work, and infusing structures for collaboration and learning partnerships.

Insight Humanities simplifies the fragmented approach often used to build an elementary schedule by integrating reading, writing, social studies, and read aloud into a single cohesive block. Doing so allows us to build our school day around the kids and the content, rather than isolated components.

Inisight's Humanities time is structured around these core components:

- **Insight Humanities:** Model and reinforce strong habits of reading and writing while strengthening student comprehension and content knowledge.
- **Guided Reading:** Rapidly move students as readers through small group instruction targeted at their individual instructional reading level.
- **Phonics (GrK-1):** Build student skill in letter-sound correspondence and decoding so they are equipped to apply these foundational skills to read for meaning.
- Close Reading (Gr2-8): Instill joy, confidence, and precision in reading and writing as you build student independence navigating grade-level texts of all genres.

Natalie Wexler published an article in *The Atlantic* sharing her central argument that elementary education has gone wrong in America. In the early grades, U.S. schools value reading-comprehension skills over knowledge. She claims that the results are devastating, especially for kids living in poverty.²¹ We are using a curriculum that does both simultaneously. Insight provides a balanced approach to ensure the kids we will serve have both skill and knowledge.

Eureka Mathematics

Promise Prep will develop students' conceptual understanding of grade-level content by using Eureka Math. Eureka Math is one of the highest ranked and most widely used curriculums in the U.S.²² The Scope and Sequence of the units in Eureka meets the shifts of Indiana Core standards in that they address a focus on standards, coherence between and within grade levels, and an appropriate level of rigor in each standard (see Attachment F). Promise Prep will work with Lavinia Group to correlate each Common Core standard used in Eureka to a corresponding Indiana standard.

Eureka Math focuses on units in grades K-5 and shifts to ratios in grades 6-8. Specifically, grades K-2 will focus on addition and subtraction, grades 3-5 will focus on multiplication, division, and operations on fractions with select denominators, grades 6-7 will focus on ratios and proportional reasoning with an introduction to rate of change, and grade 8 will focus on slope and linear functions.

Promise Prep will employ direct instruction within Eureka that includes fact fluency, conceptual understanding, application practice, and a student debrief where students are asked to explain their thinking and reflect on their understanding. The debrief is particularly important as reflection questions are important for students and help move the focus from performance to learning.

²¹ Wexler, N. (2019, July 9). Elementary Education Has Gone Terribly Wrong. Retrieved from https://www.theatlantic.com/magazine/archive/2019/08/the-radical-case-for-teaching-kids-stuff/592765/

²² Reports Overview. (n.d.). Retrieved from https://www.edreports.org/reports/overview/eureka-math-2013-2014

The concept development and application portion of the lesson will be highly collaborative. To ensure the highest leverage learning is occurring at this time, teachers will use the format below:

- <u>Conceptual Development:</u> Teachers use a variety of methods to introduce students to the math concept for the day.
- <u>Practice:</u> Students apply their new understanding of the math concept, along with their previous understanding of the concept, to solve a set of related problems independently or with a partner.
- <u>Discourse:</u> Teachers lead a whole class discussion to summarize the learning that students did during the lesson.
- <u>Exit Ticket:</u> Students apply their learning to complete 1-2 problems independently. After the lesson, teachers study the exit ticket to assess learning and plan for the next day's lesson.

Amplify Science

Amplify Science is a kindergarten to eighth grade science curriculum designed to meet 100% of the Next Generation Science Standards. It serves as a comprehensive curriculum complete with: detailed lesson plans, hands-on activities and materials, scientific texts, robust digital simulations, physical and digital models, opportunities for engaging student discussions, media, embedded formative and summative assessments, and a variety of effective teacher supports and options for professional development. Through investigations of scientific phenomena and real-world problems, students using Amplify Science learn to think, read, write, and argue like scientists and engineers, thereby gaining a better understanding of the natural and designed worlds.

Second Step

Second Step is a program rooted in social-emotional learning that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.

Curriculum Implementation and Support

At Promise Prep our instructional priorities are managed by the Director of Achievement and Instructional Coaches. Below you will find elements of our support and structures:

- 1. **Professional Development:** We offer professional development for teachers based on our instructional priorities. Training for new teachers is focused on tier one of our instructional waterfall (see Attachment G); training for returning teachers is focused on tier two.
- 2. Structures to Support Effective Delivery of Curriculum
 - a. **Intellectual Preparation Meetings** Teachers meet weekly with instructional coaches. In general, these meetings follow this model:
 - i. Overview of the objectives, agenda, and exit tickets for the week
 - ii. Deep dive into the most difficult element of the week (a close read, a difficult problem, a lab) including practice delivering instruction with feedback
 - iii. Identification of work to collect and examine in data teams
 - b. **Data Teams** Teachers meet weekly with instructional coaches to make sure student work is the center of our practice. Teachers deeply analyze performance on one assignment, including:
 - i. Analysis of exemplar and naming of Criteria for Success
 - ii. Analysis of student work, including deep dive of common gaps
 - iii. Development and scheduling of re-teach
 - **c.** Intellectual Preparation Small Group Support Teachers new to the profession will attend an additional meeting focused on the internalization of shared plans with their instruction coach or the Director of Achievement.
- 3. Coaching Support focused on Instructional Priorities

- **a.** Waterfall We have categorized the moves from TLAC into a scope and sequence coaches use to identify action steps for teachers.
- **b.** Feedback Meetings focused on Practice Our observation feedback conversation protocol (modeled after Lavina Group) emphasizes practice. Coaches lead teachers through role-play, scrimmage, and planning practice sessions in order to develop muscle memory in the most critical moves
- **c. Differentiated Support** We provide weekly (or more) support for teachers new to the building, bi-weekly for those who need consistent but less frequent support, and monthly support (often combined with leadership opportunities) for distinguished veterans.

Grades/Progress Reports/Report Cards

The purpose of grading at Promise Prep is to provide a clear indicator of a student's progress toward mastery of state standards for a given subject area. Students will receive their report card after each trimester (three times per year). Students will be assessed on the following:

- Content: Degree of Mastery and Progress Toward Indiana Learning Standards
- Work Habits: Effort as demonstrated in Class Participation and Homework
- Conduct: Character, Citizenship, Respect, and Self-Control

Report card formats and grades vary depending on the student's grade level. Students report cards will include a detailed explanation of students grades and teacher comments, and may include specific recommendations for interventions to help the student improve.

Promotion Criteria

Our goal is not to retain students. The following three categories are considered in student promotion to the next grade:

- Attendance Students absent 15 or more days in one academic year may be considered for retention (special consideration will be given for extended absence due to serious illness or other extreme circumstances).
- Classroom Content Grades middle school students who do not pass all classes with a final grade of 70% or higher (A, B, or C), or show Sufficient Progress (S) may be considered for retention. Elementary students who are below grade-level on the key promotional standards in any subject may be considered for retention or show Sufficient Progress (S) may be considered for retention.
- Indiana State Standardized Assessments Students in grade 3 or higher who do not score proficient or advanced proficiency on the Indiana State ELA, Math, Science, or Social Studies exam may be considered for retention.

Promise Prep does not take retention lightly. We will look at each student's situation individually. However, the categories above provide a framework for us to use to ensure that we are making the right decision for each student.

D. Methods of Pupil Assessment

Promise Prep uses formative and summative assessments to ensure progress toward individual student, team, and school-wide goals. State mandated assessments like ILEARN and IREAD are only the beginning to teaching and learning accountability. We will also employ quarterly interim assessments from Airways in Mathematics, English Language Arts, Science, and Social Studies. The school will establish proficiency and growth goals for interim assessments that will be monitored for progress, evaluated and analyzed in weekly and quarterly data meetings, and

used to make key decisions regarding the delivery of instruction in the form of reteaching. Other data points will be collected as well to ensure informed decisions are made regarding instruction. We will store our data on google documents and secure data platforms such as illuminate, school runner, or Powerschool. Examples of our assessments appear below:

Mathematics			
Assessments	Frequency, Timing, and Format	Grades	
Counting Assessment	Frequency: four times per year (two week assessment window)	Kindergarten and First Grade	
	Purpose: To assess students' counting abilities and identify areas of weakness so that teachers can target their support.		
	Format: This assessment is administered with each student individually so that teachers can observe the student's counting skills.		
Story Problem Quiz	Frequency: once per month (last Friday of each month) • Kindergarten: Starting at the end of January • Gr1-4: Starting at the end of August	Kindergarten - Fourth Grade	
	Purpose : To assess whether or not students are able to understand and solve word problems on their own without teacher support.		
	Format: This assessment is administered in a whole class setting. Students solve one word problem and have math tools, such as unifix cubes and base 10 blocks, and the teacher is available to support them when solving.		
Fact Fluency Quiz	Frequency: once per month (last Friday of each month) • Kindergarten: Starting at the end of January • Gr1-4: Starting at the end of August	Kindergarten - Fourth Grade	
	Purpose : To assess which students have developed fluency with their math facts.		
	Format: Students take a one-minute timed quiz based on math facts they have been studying that month. The number of facts and types of facts vary by grade level, based on the grade-level standards.		
Math Interim Assessment	Frequency: • Four times per year in Gr1-2 • Early October (~week 9) • December (~week 19) • March (~week 30)	First - Eighth Grade	

	 May (~week 37) Three times per year in Gr3-8 Early October (~week 9) December (~week 19) March (~week 30) Purpose: To assess students' mastery of the content over time and student progress throughout the year so that they meet the end of year benchmarks. Format: Gr1-2: Students take a paper-based assessment with 8-10 constructed response questions that require students to solve problems and show their work. Each assessment assesses the content that has been taught up through the point of the school year and is aligned to the Indiana state standards. Gr3-8: Students take a paper-based assessment for the first interim assessment with a mix of question types, simulating the various question types on ILEARN that do not require technology to simulate. Students take a computer-based assessment for the 	
Math End-of-Unit Assessments	second and third interim assessments using the AIRways platform, simulating the experience of the ILEARN exam. t Frequency: At the end of each math unit Purpose: To assess students' mastery of the content within each unit so that teachers can plan for small group reteach and review and ensure that students meet end of year benchmarks.	
	Format: The assessments come from Eureka Math and are aligned to the types of questions and content that students studied during the unit.	
ILEARN	Frequency: Annually in the spring Purpose: To assess proficiency in math by grade level as determined by the state. Format: Adaptive computer test	Third - Eighth Grade

English Language Arts			
Assessments	Frequency, Timing, and Format	Grades	
Stepping Stones & Roots	Frequency: four times per year (window should be right before Fountas & Pinnell) • August/September	Kindergarten and First Grade	

	 November/December February/March April/May Purpose: To assess phonics mastery and early reading comprehension. Format: This is a one-on-one assessment following the guidelines provided by Success for All's Phonics Program. Students continue to take the assessments until they reach mastery. 	
Fountas & Pinnell Reading Assessment	 *Provide an additional assessment during home visits over the summer for all new students. August/September November/December February/March (for students not meeting the end of year benchmark in December) April/May Purpose: To assess overall reading comprehension, accuracy, fluency and measure progress against grade level benchmarks. Format: This is a one-on-one assessment. Teachers observe one student as he/she reads and ask comprehension questions, following the guidelines provided in the Fountas & Pinnell assessment kit. 	Kindergarten - Eighth Grade (until students reach Level Z)
ELA Interim Assessment	 Late October January March May (2nd grade only) Purpose: To assess reading comprehension / main idea understanding and ability to analyze and write about texts. Measures progress against mastery of Indiana state standards. Format: Gr2: Students independently read 2 on-grade level texts and respond to two prompts for each text in writing. Gr3-8: Students take a paper-based assessment for the first interim assessment with a mix of question types, simulating the various question types on ILEARN that do not require technology to simulate. Students take a computer-based assessment for the second and third interim assessments using the AIRways platform, simulating the experience of the ILEARN exam. 	Second - Eighth Grade

Writing: Published Unit Pieces	Frequency: Varies by grade (end of each Insight Unit in GrK-5 and Writing Unit in Gr6-8)	Kindergarten - Eighth Grade
	Purpose: To assess writing skills across a variety of genres. Measures mastery of the Indiana state writing standards.	
	Format: Students use the writing process to plan, draft, revise, and finalize a piece of writing across a variety of genres. The end product of this process is used to measure student growth across the unit.	
ILEARN	Frequency: Annually in the spring	Third - Eighth Grade
	Purpose: To assess proficiency in English by grade level as determined by the state.	
	Format: Adaptive computer test	
IREAD - 3	Frequency: Annually in the spring	Third Grade
	Purpose: Measure foundational reading skills through grade three. As with all of our state assessments, a committee of Indiana educators recommended a passing or "cut" score to the State Board of Education; the State Board approved the recommended cut score at their August 2011 meeting. Meeting expectations for "reading level" were determined by the IREAD-3 cut score.	
	Format: Online testing platform	

Social Studies			
Assessments	Frequency, Timing, and Format	Grades	
Insight Unit Projects	Frequency: At the end of each unit, with a culminating end of year project at the end of the school year.	Kindergarten - Fifth Grade	
	Purpose: To assess student mastery of the social studies content taught within each unit.		
	Format: Varies by unit. For example, in a unit on the Eastern Woodlands Indians and Early Colonies, students may be asked to imagine they are members of Hiawatha's Iroquois League who have just "discovered" Europeans in the Eastern Woodlands. Writing from the indigenous point of view, they will describe these new people and their "Great Encounter," and they will send advice about these new relationships back to the Great Council using what they have learned about the early arrival of Europeans and their relationships with the Eastern Woodlands Indians.		

Social Studies Unit Exams	Frequency: At the end of each unit, with a summative assessment at the end of the school year.	
	Purpose: To assess student mastery of the Gr 6-8 National Standards for History.	
	Format: Varies by unit. Includes a variety of writing tasks, reading to analyze texts, and multiple choice questions.	

Science			
Assessments	Frequency, Timing, and Format		
Science Unit Exams	Frequency: At the end of each unit, with a culminating end of year project at the end of the school year.	Kindergarten - Eighth Grade	
	Purpose: To assess student mastery of the Gr K-8 National Next Generation Science Standards.		
	Format: Varies by unit. In Gr K-1, these are in the form of targeted conversations. In Gr 2-5, assessments include written responses. In Gr 6-8, assessments include multiple-choice and written response items.		
Science Benchmark Assessments	Frequency: • Four times per year in Gr3-5 • Three times per year in Gr6-8	Third - Eighth Grade	
	Purpose: To assess student mastery of the performance expectations of the GrK-8 National Next Generation Science Standards.		
	Format: Varies by grade.		

Strategic interim assessments

We believe that student academic progress must be measured and analyzed frequently, and resulting action plans must then be efficiently and effectively implemented. Promise Prep's students will take interim assessments in mathematics and ELA approximately every six weeks. These assessments will be aligned with the content area's scope and sequence, such that the only standards assessed are those that have been taught prior to assessment administration. We intend to contract with an interim assessment provider. The results of these assessments, which teachers will be able to access within 72 hours of test administration, will be detailed and robust.

Responding to data

We will schedule up to five eight-hour professional development "data days" throughout the year during which teachers will be supported to create effective re-teaching plans and individualized instruction (i.e. tutoring) plans based on the interim assessment results. These professional development days will be dedicated to analyzing the results to determine overall classroom and grade-level performance on various standards (which can help determine

if particular skills need to be re-taught) and individual performance on various standards (to determine which students need targeted tutoring support). Teachers commit to using class time to reteach and reassess the lowest performing standards on their respective six-week assessments.

Focus on literacy data

As literacy is a fundamental building block for all future learning, we will monitor our students' reading skills and progress carefully by using Fountas & Pinnell Reading as a baseline assessment for all students the first two weeks of school to assess overall reading comprehension, accuracy, and fluency and to measure progress against grade level benchmarks. At least four times per year, teachers will use the Fountas and Pinnell Literacy Assessment to assess all students on independent reading readiness and reading skills in the areas mentioned above.

Promise Prep will also track students' progress toward mastery of standards via in-class assignments and assessments. Report cards will be distributed four times a year shortly after the end of the grading term. Parents/guardians are required to meet with the child's teacher to review and receive the report card after the 1st and 3rd terms. Report cards list a student's proficiency for each of the standards identified for mastery during that term, attendance records, and a description of the student's behavior and social developments.

Leaders will have weekly data meetings to review, access, and create actionable steps around teacher development, school culture, and academic progress. Teachers will have weekly data meetings to review student data in both academics and behavior. As a school community we will also engage in data days to review student interim assessment data.

E. Special Student Populations - English Language Learners

At Promise Prep, English Language Learners will be identified through a Home Language Survey that will be given upon enrollment. For returning and transfer students, the previous year's WIDA assessment will be used to identify a student's level of English language proficiency. Students new to Indiana will be screened to determine their current level of English language proficiency. Once a level is determined, instructional coaches/teachers will be charged with developing and executing appropriate Individualized Learning Plans (ILPs) to meet the specific language needs of each respective student. Promise Prep senior leadership team will partner with staff and potential community partners to communicate information to families in their native language. Individualized Learning Plans will be shared with general education teachers and families. These plans will embed explicit support and scaffolds to assist the student as they acquire the English language. The instructional coach will provide additional support to mainstream instruction. This instruction will focus on the areas of reading, writing, comprehension, listening, and speaking and will be aligned to Indiana's English Language Arts standards. In addition, students may be pulled out in small group settings to scaffold for newcomers' beginning levels of English proficiency. Classroom teachers will collaborate with the instructional coach to provide necessary testing accommodations such as read aloud, extended time, etc. when applicable. The instructional coach will also be charged with giving the annual WIDA assessment. In the event that Title III funding is awarded, it will be utilized to solely benefit language instruction for Limited English Proficient and immigrant students. In order to ensure our staff is prepared to deliver quality instruction to all of the students we serve, we will employ Sheltered Instruction Observation Protocol Model and train staff on the protocol, which includes lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review and assessment.

F. Special Student Populations - Special Education

Promise Prep is dedicated to serving and providing all students with a high quality education. It is the responsibility of the Executive Director and the Director of Achievement and Special Education to ensure the Individuals with Disabilities Education Act and all Special Education Rules outlined in Article 7 will be followed with fidelity. It is imperative that the Special Education team and school leaders adhere to state and federal compliance mandates. The Special Education team, in conjunction with school leaders, will be charged with guaranteeing all move-in and annual case conference reviews are held in accordance with the timeline outlined in Article 7. Section 504 Plans and IEPs of newly enrolled scholars will be examined to determine what services the scholars require, and to create a plan of action to meet those needs. If additional resources are needed beyond those that Promise Prep currently offers, we will seek outside providers to ensure the school can provide the full continuum of services needed.

Promise Prep desires to support a full spectrum of services to meet the needs of its students and recognizes that there are providers that offer areas of specialty. Thus, we will contract out for several services such as Speech and Language and Occupational Therapy. These outside services will be overseen by the Executive Director (or designee) and the Special Education lead. Special Education staff will be expected to monitor and adhere to all respective timelines outlined in Indiana IEPs and communicate weekly with the administrative team to ensure progress is being made on all educational goals.

Promise Prep will also provide a space for needed services outside of the classroom. Promise Prep anticipates that scholars with disabilities will need to be supported by the special education staff through both inclusion and resource services; however, the goal is to ensure scholars receive instruction in the least restrictive environment for the maximum period of time as determined by their IEPs. Because general education teachers will share common planning time with special education staff members (embedded in the weekly schedule), special education teachers will be available to support the classroom teacher regarding planning, data analysis, and providing the necessary accommodations and modifications required to address the needs of each individual scholar. Each quarter along with the report card, the Teacher of Record (TOR) will also be required to send home Progress Monitoring Data. The special populations team will also be required to collaborate with the instructional coaches to ensure proper testing and instructional accommodations are given and followed with fidelity.

Our approach for students with disabilities emphasizes inclusion in the general education classroom, where appropriate, and appropriate in-class and out-of-class supports. Promise Prep will serve students with disabilities within an inclusive, co-teaching model to the greatest extent appropriate. We believe that students with disabilities benefit from additional adult support and that there are many benefits of two teachers collaborating to plan and deliver high quality instruction, especially when structures and supports are in place to ensure each student's needs are being met. Some of these structures include a hard deadline by which the general education teacher provides the special education teacher with materials that need to be modified for each student with an IEP, or a built-in time for co-teachers to meet with the Director of Achievement, Instructional Coach, or Special Education Lead to discuss achievement data of students with disabilities. In the planning stages, teachers will draw strategies from best practices that work with students with disabilities. Additionally, each teacher will be responsible for implementing the IEPs of all students in their classes, and seeking support for implementation when necessary.

In order to improve the performance of the school's students who have disabilities, we will employ an Education Manager or Special Education Coordinator who will focus on overseeing and managing the school's special education program. We will conduct a nationwide search to identify, recruit, and hire this individual.

Promise Prep will strive to include every student with disabilities in the general education program to the greatest extent possible. We believe in providing students with opportunities to be included with their general education peers in the least restrictive environments. We also believe that all students should have access to a rigorous curriculum by offering instruction in a continuum of settings. In order to meet the needs of all students with

disabilities, Promise Prep will offer instruction in general education classrooms, in small pull-out groups, and in substantially separate classrooms. We recognize that some students require more intense classroom services for most or all of their school days. As such, Promise Prep will provide more intense services in substantially separate classrooms in order to meet the needs of this subset of students with disabilities. We will likely consider a partial inclusion model in addition to full inclusion and substantially separate models for students with disabilities to ensure the most appropriate settings are available. Providing the most appropriate settings to deliver high-quality instruction consistent with individual students' IEPs is a priority.

G. Special Student Populations - Students Above and Below Grade Level

Promise Prep's approach is designed to serve students at all levels. Students who are below grade level will receive targeted support in the classroom through scaffolded, yet rigorous, instruction. Because we believe in supporting all students, our instructional coaches will provide support to both teachers and students in the form of intellectual preparation, looking at student work, data meetings as well as providing small group support both in and outside of the classroom. For students who need significant support, we will use an intervention block to provide additional academic support.

Promise Prep classroom will be an environment that is responsive to the educational needs of all children and accommodates their needs to the maximum extent appropriate. The school will offer a continuum of services to ensure that all students can participate fully in the educational goals and mission of Promise Prep. We feel strongly that a school must have extensive support in place to catch struggling students before they fall behind. Promise Prep will use a Response To Intervention (RTI) framework to provide comprehensive support to all students. RTI is a prevention-oriented approach, linking assessment and instruction. We believe that rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.

We recognize that many of our students may have gaps in foundational literacy, math, and socio-emotional skills that hinder their ability to reach their potential. Our RTI framework includes a multi-level system to respond to students' academic and behavioral needs. We will use academic and behavioral data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.

During staff meeting time (on the early release day for students) each week, we will build in one hour for grade level teams (grades K-2) or cohorts (grades 3-6) to meet to (1) identify students who may require additional academic or other supports and (2) create action plans to ensure students receive these supports. There will be a specific process used during these meetings to help teachers identify students who require additional support, including academic, social, emotional, and health. Teacher teams will be required to submit associated action plans to administrators for the identified students, which may include referrals to one of the school's academic support programs or a targeted phone call from a student's advisor to a family member. In cases where teachers detect a social, emotional, health, or home-life challenge, the teacher cohort may decide to refer the student's case to the school's Student Support Team (see below).

We will create a Student Support Team (SST) charged with identifying students who are struggling with non-academic challenges, including child welfare needs, and getting such students the appropriate support. The purpose of the SST is to process referrals to internal or external services related to health, home-life or

mental-health. The SST consists of the Nurse, the Counselor or Social Worker the Deans of Students, and the Director of Achievement. The team meets weekly.

Students are discussed in the SST meeting if (1) they have been referred by a teacher cohort within the last week; (2) one of the members of the SST has had an interaction with a student that warrants follow-up action; or (3) a student had an emergency situation within the last week. Actions taken by the SST can include: a referral to in-house counseling (short-term and long-term); a referral to outside counseling; a Department of Children and Families Report; a Child Requiring Assistance filing; an emergency medical referral; an in-house medical intervention, monitoring, or follow-up; or a connection to other outside resources, or community organizations.

Gifted and Talented Students

Promise Prep's model will be successful with gifted and talented students as the model's focus is to ensure no child goes unnoticed. Specifically, gifted and talented children respond well to rigorous curriculum that is engaging. The curriculum we will use for language arts exemplifies this. Each unit is purposely developed with world class text in mind. Also, the teachers will be trained on different techniques for teachers that can support them in ensuring all kids intellectual needs are being met.

H. Goals

Promise Prep values accountability, and will adhere to the performance targets outlined by the Office of Education Innovation Performance Framework. Additionally, Promise Prep will track student outcomes on the Academic and Non-Academic goals.

#1 School-Specific Goals for Promise Prep

Mission: Promise Prep's mission is to ensure all students, regardless of their family's income, race, or zip code have access to a high-quality education that enables them to become critical thinkers, have choices, capitalize on opportunities, and secure continuing economic advancement to positively impact their community.

Goal: By the end of Year 1, at least 75% of students will grow by 2.0 grade levels in Reading, as measured by fall to spring growth on the Fountas and Pinnell reading assessment.

Annual Targets:

Charter Year	Calendar Year	Exceeds Standards	Meets Standards	Approaching Standards	Does Not Meet Standard
1	2020-2021	More than 75% grow by 2.0 grade levels in reading	75%-65.0% grow by 2.0 grade levels in reading	64.9%-55.0% grow by 2.0 grade levels in reading	Less than 55% grow by 2.0 grade levels in reading
2	2021-2022	More than 75% grow by 2.0 grade levels in reading	75%-65.0% grow by 2.0 grade levels in reading	64.9%-55.0% grow by 2.0 grade levels in reading	Less than 55% grow by 2.0 grade levels in reading
3	2022-2023	More than 80% grow	80%-70.0%	69.9%-59.0%	Less than 59%

		by 2.0 grade levels in reading	grow by 2.0 grade levels in reading	grow by 2.0 grade levels in reading	grow by 2.0 grade levels in reading
4	2023-2024	More than 85% grow by 2.0 grade levels in reading	85%-70.0% grow by 2.0 grade levels in reading	74.9%-64.0% grow by 2.0 grade levels in reading	Less than 64% grow by 2.0 grade levels in reading
5	2024-2025	More than 85% grow by 2.0 grade levels in reading	85%-70.0% grow by 2.0 grade levels in reading	74.9%-64.0% grow by 2.0 grade levels in reading	Less than 64% grow by 2.0 grade levels in reading
6	2026-2027	More than 90% grow by 2.0 grade levels in reading	90%-80.0% grow by 2.0 grade levels in reading	79.9%-69.0% grow by 2.0 grade levels in reading	Less than 69% grow by 2.0 grade levels in reading
7	2027-2028	More than 90% grow by 2.0 grade levels in reading	90%-80.0% grow by 2.0 grade levels in reading	79.9%-69.0% grow by 2.0 grade levels in reading	Less than 69% grow by 2.0 grade levels in reading

Assessment Tools: How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances, etc.)? Promise Prep will use the Fountas & Pinnell Literacy Assessment.

Attachments: N/A

Rationale for Goal and Measures:

Literacy is a fundamental building block for all future learning, we will monitor our students' reading skills and progress carefully. Teachers will use the Fountas and Pinnell Literacy Assessment to assess all students on independent reading readiness and reading skills in the following areas: comprehension within, beyond, and about the text; writing about reading; fluency; phonemic awareness; letter names; early literacy behaviors; phonics and word analysis; high frequency word reading; and vocabulary knowledge.

Assessment Reliability and Scoring Consistency:

This is a one-on-one assessment. All teachers and students will be trained to administer the assessment. Each teacher will observe one student as he/she reads and ask comprehension questions, following the guidelines provided in the Fountas & Pinnell assessment kit.

Baseline Data: What is our beginning data point? Promise Prep will conduct diagnostic assessments to gather baseline data in Fall 2021.

#2 School-Specific Goal for Promise Prep

Mission: Promise Prep's mission is to ensure all students, regardless of their family's income, race, or zip code have access to a high-quality education that enables them to become critical thinkers, have choices, capitalize on opportunities, and secure continuing economic advancement to positively impact their community.

Goal: At least 75% of students will grow by 2.0 grade levels in mathematics, as measured by fall to spring growth on the Math interim assessment.

Annual Targets:

Charter Year	Calendar Year	Exceeds Standards	Meets Standards	Approaching Standards	Does Not Meet Standard
1	2020-2021	More than 75% grow by 2.0 grade levels in Math	75%-65.0% grow by 2.0 grade levels in Math	64.9%-55.0% grow by 2.0 grade levels in Math	Less than 55% grow by 2.0 grade levels in Math
2	2021-2022	More than 75% grow by 2.0 grade levels in Math	75%-65.0% grow by 2.0 grade levels in reading	64.9%-55.0% grow by 2.0 grade levels in Math	Less than 55% grow by 2.0 grade levels in Math
3	2022-2023	More than 80% grow by 2.0 grade levels in Math	80%-70.0% grow by 2.0 grade levels in Math	69.9%-59.0% grow by 2.0 grade levels in Math	Less than 59% grow by 2.0 grade levels in Math
4	2023-2024	More than 85% grow by 2.0 grade levels in Math	85%-70.0% grow by 2.0 grade levels in Math	74.9%-64.0% grow by 2.0 grade levels in Math	Less than 64% grow by 2.0 grade levels in Math
5	2024-2025	More than 85% grow by 2.0 grade levels in Math	85%-70.0% grow by 2.0 grade levels in Math	74.9%-64.0% grow by 2.0 grade levels in Math	Less than 64% grow by 2.0 grade levels in Math
6	2026-2027	More than 90% grow by 2.0 grade levels in Math	90%-80.0% grow by 2.0 grade levels in Math	79.9%-69.0% grow by 2.0 grade levels in Math	Less than 69% grow by 2.0 grade levels in Math
7	2027-2028	More than 90% grow by 2.0 grade levels in Math	90%-80.0% grow by 2.0 grade levels in	79.9%-69.0% grow by 2.0grade levels	Less than 69% grow by 2.0 grade levels in

	Math	in Math	Math

Assessment Tools: How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)? Promise Prep will use an interim assessment made by the Lavinia Group.

Attachments: N/A

Rationale for Goal and Measures:

To assess students' mastery of the content over time and student progress throughout the year so that they meet the end of year benchmarks.

Format:

- **Gr1-2**: Students take a paper-based assessment with 8-10 constructed response questions that require students to solve problems and show their work. Each assessment assesses the content that has been taught up through the point of the school year and is aligned to the Indiana state standards.
- **Gr3-8:** Students take a paper-based assessment for the first interim assessment with a mix of question types, simulating the various question types on ILEARN that do not require technology to simulate. Students take a computer-based assessment for the second and third interim assessments using the AIRways platform, simulating the experience of the ILEARN exam.

Assessment Reliability and Scoring Consistency:

All teachers and leaders will be trained to administer the assessment. Leaders will norm scoring with staff to ensure scoring is consistent across the board. Leaders will also collect a sample size of test to backscore to make sure the scoring is consistent.

Baseline Data: What is our beginning data point? Promise Prep will conduct diagnostic assessments to gather baseline data in Fall 2021.

#3 School-Specific Goal for Promise Prep

Mission: Promise Prep's mission is to ensure all students, regardless of their family's income, race, or zip code have access to a high-quality education that enables them to become critical thinkers, have choices, capitalize on opportunities, and secure continuing economic advancement to positively impact their community.

Goal: By the end of year 1, at least 85% of families would recommend that a family member or friend send their child to Promise Prep.

Annual Targets:

Charter	Calendar	Exceeds Standards	Meets	Approaching	Does Not Meet
Year	Year		Standards	Standards	Standard
1	2020-2021	More than 85% of Promise Prep Families would recommend that	75%-65.0% of Promise Prep Families would	64.9%-55.0% of Promise Prep Families would	Less than 55% of Promise Prep Families would

		a family member or friend send their child to Promise Prep	recommend that a family member or friend send their child to Promise Prep	recommend that a family member or friend send their child to Promise Prep	recommend that a family member or friend send their child to Promise Prep
2	2021-2022	More than 85% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	75%-65.0% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	64.9%-55.0% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	Less than 55% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep
3	2022-2023	More than 85% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	75%-65.0% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	64.9%-55.0% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	Less than 55% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep
4	2023-2024	More than 90% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	90%-80.0% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	79.9%-69.0% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	Less than 69% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep
5	2024-2025	More than 90% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	90%-80.0% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	79.9%-69.0% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	Less than 69% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep

6	2026-2027	More than 90% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	90%-80.0% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	79.9%-69.0% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	Less than 69% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep
7	2027-2028	More than 90% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	90%-80.0% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	79.9%-69.0% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep	Less than 69% of Promise Prep Families would recommend that a family member or friend send their child to Promise Prep

Assessment Tools: How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?

We would administer a family survey. Directly asking families the question: if they would recommend Promise Prep to a family member or friend to the school?

Attachments: N/a

Rationale for Goal and Measures:

We believe that building strong family-school relationships - and building a strong school community to which families feel strong ties - creates a strong foundation through which we can achieve excellent achievement results. To that end, Promise Prep will invest heavily in efforts to build and develop these relationships. Family recommendation to our school is a strong indicator of parent satisfaction. At Promise Prep, we pride ourselves on having a strong service based mentality.

Assessment Reliability and Scoring Consistency:

Parent surveys will be administered at the school to ensure families have support and the resources to answer the question online or paper base. Leaders and key staff will be trained on how to administer the survey.

Baseline Data: What is our beginning data point? Promise Prep will conduct a parent survey at the end of the fall to get a baseline 2021.

#4 School-Specific Goal for Promise Prep

Mission: Promise Prep's mission is to ensure all students, regardless of their family's income, race, or zip code have access to a high-quality education that enables them to become critical thinkers, have choices, capitalize on opportunities, and secure continuing economic advancement to positively impact their community.

Goal: By the end of year 1, at least Promise Prep will retain 85% of the staff that meet or exceed expectations.

Annual Targets:

Charter Year	Calendar Year	Exceeds Standards	Meets Standards	Approaching Standards	Does Not Meet Standard
1	2020-2021	More than 85% of the staff at Promise Prep that meet or exceed expectations will be retained	75%-65.0% of the staff at Promise Prep that meet or exceed expectations will be retained	64.9%-55.0% of the staff at Promise Prep that meet or exceed expectations will be retained	Less than 55% of the staff at Promise Prep that meet or exceed expectations will be retained
2	2021-2022	More than 85% of the staff at Promise Prep that meet or exceed expectations will be retained	75%-65.0% of the staff at Promise Prep that meet or exceed expectations will be retained	64.9%-55.0% of the staff at Promise Prep that meet or exceed expectations will be retained	Less than 55% of the staff at Promise Prep that meet or exceed expectations will be retained
3	2022-2023	More than 85% of the staff at Promise Prep that meet or exceed expectations will be retained	75%-65.0% of the staff at Promise Prep that meet or exceed expectations will be retained	64.9%-55.0% of the staff at Promise Prep that meet or exceed expectations will be retained	Less than 55% of the staff at Promise Prep that meet or exceed expectations will be retained
4	2023-2024	More than 90% of the staff at Promise Prep that meet or exceed expectations will be retained	90%-80.0% of the staff at Promise Prep that meet or exceed expectations will be retained	79.9%-69.0% of the staff at Promise Prep that meet or exceed expectations will be retained	Less than 69% of the staff at Promise Prep that meet or exceed expectations will be retained
5	2024-2025	More than 90% of the staff at Promise Prep that meet or exceed expectations will be	90%-80.0% of the staff at Promise Prep that meet or	79.9%-69.0% of the staff at Promise Prep that meet or	Less than 69% of the staff at Promise Prep that meet or

		retained	exceed expectations will be retained	exceed expectations will be retained	exceed expectations will be retained
6	2026-2027	More than 90% of the staff at Promise Prep that meet or exceed expectations will be retained	90%-80.0% of the staff at Promise Prep that meet or exceed expectations will be retained	79.9%-69.0% of the staff at Promise Prep that meet or exceed expectations will be retained	Less than 69% of the staff at Promise Prep that meet or exceed expectations will be retained
7	2027-2028	More than 90% of the staff at Promise Prep that meet or exceed expectations will be retained	90%-80.0% of the staff at Promise Prep that meet or exceed expectations will be retained	79.9%-69.0% of the staff at Promise Prep that meet or exceed expectations will be retained	Less than 69% of the staff at Promise Prep that meet or exceed expectations will be retained

Assessment Tools: How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?

We will measure the achievement by calculating the percentage of teachers that sign their contract for the following teaching year.

Attachments:N/a

Rationale for Goal and Measures:

Staff retention is extremely important, especially in a restart climate.

Assessment Reliability and Scoring Consistency:

Promise Prep will send a survey via google

Baseline Data: What is our beginning data point? Promise Prep will conduct a staff mid-year survey mid-winter of 2021 to get a baseline assessment of which staff expect to return the following year..

I. Support for Learning

Promise Prep strongly believes families are a child's first and most important teachers. Together, we are partners in the educational experience of their students. We push to create a school community in which parents are deeply engaged in the school's mission so that each student can reach their full potential. One of our highest priorities in

fulfilling our value of one team will be to connect families with specific skills and opportunities to support their child's education. Building and maintaining family-school support and engagement is key to every child's success. Our plan will include the following:

• 100 one-on-one meetings:

- Identify parent leaders
- Build ongoing relationships and develop trust
- Encourage individuals to share their networks and/or apply their time and talent

• Family house meetings:

- o Expand Promise Prep's message and network
- o Develop/support parent leaders
- o Build public awareness, develop trust, and take action

• Family, community, and school planning meetings:

 We will hold a number of meetings for families who are interested in contributing to the design of Promise Prep. These meetings will each focus on a particular theme (e.g. family involvement or special education) and will commence no later than March 2020.

• Ongoing family outreach:

Beginning in Fall 2020, Promise Prep will begin communicating with all families—via mailings, phone calls, information sessions, and home visits. We intend to connect with every Promise Prep family by summer 2020 to provide information about the school, learn about their child's strengths and areas for growth, gather ideas about the design of Promise Prep, and answer any questions the students or family members may have. All of our communication will be available in multiple languages with interpretation services provided as needed.

• Emphasis on family communication:

- Families are a school's greatest resource. When schools and families are aligned, students benefit. We believe that most tensions between schools and families come from a lack of communication on the part of the school and a subsequent lack of buy-in from families. We will work hard to actively communicate with families, and we have created systems and expectations to ensure this takes place.
 - Student progress reports: To sustain regular communication with families during the school year, we will send home regular student progress reports so that every family can learn about their child's detailed performance (homework, attendance, behavior, and academic grades). The reports also include comments from the student's teacher(s).
 - Ongoing phone communication: Our school has the expectation that every teacher must regularly communicate by phone with each of their students' families. Teachers will be expected to call all their student's families within the first two weeks of the school year to ask families how their children are adjusting to the new school year; call the families of all students at least once per month to update them on student status; call families immediately when sudden changes in student behavior or academic behavior are noticed; and call families to alert them of upcoming major assessments. (We will utilize interpreters to ensure such communication can be facilitated in a language comfortable to each family.) The school also expects that all phone calls received from families be returned within 24 hours. We utilize a comprehensive communication log that will enable all staff members to learn about the history of communication between the school and each family. The school's leadership team will have access to this log and will provide feedback to staff members when they are not meeting the school's communication expectations.

- Family Celebrations: Promise Prep will create a positive atmosphere through recognition and celebration. Students, staff, and families will be celebrated consistently.
- Family-teacher conferences: The school will hold three annual parent-teacher conferences immediately following academic quarters one, two, and three. Teachers will personally invite every family to these conferences (by phone) and follow up with home visits and phone calls within two weeks to all families who did not attend the conference. Conferences provide an outstanding opportunity not only to report information about a student's comprehensive academic and behavioral performance to families but also to build trust between teachers and families that can propel student achievement.
- School site council: Promise Prep will establish a school site council that provides families with a voice in the decision-making of the school. At the first school site council meeting, to be held in September 2021, at least three families will be elected to be formal voting members of the school site council by their peers. Among its various responsibilities, the school site council will be responsible for developing the school's workforce development strategies.
- Staff dedicated to family relationships: Promise Prep will employ a Dean of Students who will be a part of the school's senior leadership team. This individual will serve as an additional liaison for families throughout the school year and will organize family events/celebrations.
- Family Satisfaction: The school will engage in family satisfaction surveys at least twice per year. This information will be shared with the staff and board to inform practices. Any action steps or changes that are defined from the parent satisfaction surveys will also be shared out via newsletters and social media with parents to provide transparency.

III. Organizational Viability and Effectiveness

A. Governance Plan - Board of Directors

Promise Prep is an Indiana non-profit corporation that has applied for federal tax-exempt status pursuant to section 501 (c)(3) of the Internal Revenue Code. Promise Prep is governed by a Board of Directors (BOD). The Promise Prep BOD functions in full accordance with the Articles of Incorporation, Bylaws, and Indiana state law. The BOD will be comprised of at least seven professionally diverse community members. Each member is dedicated to the investment of equitable and exemplar educational norms, experiences, and realities for children. To the full extent of the lawful procedure, the BOD is vested with the oversight of business operations, property, and general school matters. The Promise Prep BOD assumes sole fiduciary responsibility for the institution. The BOD vests the right to hire and fire the Executive Director. Additionally, the BOD is responsible for vision oversight, mission alignment, policy construction, public relations and subsequent implementation of the organizational plan of action. To this end, the Board Chair presides over monthly BOD meetings in accordance with the roles and responsibilities outlined below. Promise Prep's organizational chart can also be found in Attachment S. The BOD will meet monthly and all policies and decisions will be made in compliance with Open Door Law.

Roles and Responsibilities

Below are the roles and responsibilities for the Promise Prep Board. Roles for the board have been adopted from Marci Cornell-Feist's book, *Board Structure*, with permission.

Board Chair

The chair is the senior volunteer of the organization who presides at all meetings of the BOD and other meetings as required. The chair is an ex officio member of all committees and task-forces of the BOD and oversees its implementation in addition to ensuring appropriate administrative practices are established and maintained.

Responsibilities

- 1. Works with the Executive Director, other board officers, and committee chairs to develop the agendas for BOD meetings and presides at these meetings.
- 2. In consultation with other board officers, appoints volunteers to key leadership positions, including positions as chair of board committees and task forces, and cultivates leadership succession.
- 3. Recognizes his or her responsibility to set the example for board members by contributing financially at a meaningful level and by playing a major role in fundraising activities.
- 4. Works with the BOD and paid and volunteer leadership, in accordance with the organization's bylaws and mission, to establish and maintain systems for:
 - a. Planning the organization's human and financial resources and setting priorities for future development.
 - b. Reviewing operational effectiveness and setting priorities for future development.
 - c. Ensuring the legal and ethical standard.
 - d. Hiring and evaluating the Executive Director.
 - e. Developing and maintaining an effective board culture.
 - f. Developing an effective pipeline of future leaders of the board.
- 5. In conjunction with the governance committee, manages the development of the board in order to help it work more effectively and efficiently.
- 6. Communicates effectively and supports the Head of School in their job as manager of the organization such that the BOD governs rather than manages.
- 7. Creates a safe environment for decision-making by inviting participation, encouraging varying points of view, and stimulating a candid exchange of ideas to ensure shared decision-making.
- 8. Communicates with the board effectively in a way that fosters decision-making, stimulates participation, and supports an appropriate balance of responsibility between the board and staff.
- 9. Links with major stakeholders when it is agreed that the chair is the most appropriate person to represent the organization at a key meeting, write an editorial for a newspaper, or thank a major donor.

Vice-Chair

The vice-chair is the secondary volunteer leader of the school and, as such, discharges the duties of the chair as required in the chair's absence. The vice-chair supports the activities of the chair including sharing responsibilities as appropriate.

Responsibilities

In the absence of the Chairperson:

- 1. Presides at meetings of the BOD. Serves as ex officio member of standing committees. Recognizes a responsibility to set the example for other board members by contributing financially at a meaningful level and by playing a major role in fundraising activities.
- 2. Works with the chair to assist in developing the agendas for BOD meetings.
- 3. Advises the chair on appointing volunteers to key leadership positions, including positions as chair of board committees and task forces.
- 4. Assists the chair by taking on responsibility as necessary for communication with committee chairs.
- 5. Supports and challenges the chair in all their responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.
- 6. Represents the board in the community, especially at events at which the chair cannot attend.
- 7. Other duties as delegated by the chair.

Secretary

The secretary provides direction for the keeping of legal documents, including minutes of all BOD meetings.

Responsibilities

- 1. Certify and keep at the principal's office of the corporation the original or a copy of the bylaws as amended or otherwise altered to date.
- 2. Keep at the principal's office of the corporation, or at such a place as the board may determine, the minutes of all meetings of the trustees and meetings of committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof.
- 3. Present for approval by the board copies of all minutes of all meetings of the BOD.
- 4. Ensure that all notices are duly given in accordance with the provisions of the bylaws or as required by law.
- 5. In general, serve as the protocol officer of the board, ensuring that the keeping and posting of meeting minutes, meeting notifications, adherence to open meeting laws, and other procedural requirements are followed legally and ethically.
- 6. In general, perform all duties incident to the office of the clerk and such other duties as may be required by law, by the Articles of Incorporation or bylaws, or which may be assigned to him or her from time to time by the BOD.
- 7. Recognize his or her responsibility to set the example for other board members by contributing financially at a meaningful level and by playing a major role in fundraising activities.

Treasurer

The treasurer provides direction for the financial management of the organization and helps the board to meet its financial oversight responsibilities.

Responsibilities

- 1. Chair of the finance committee.
- 2. Provides direction for oversight of the organization's bookkeeping and accounting policies.
- 3. Ensures the presentation of timely and meaningful financial support to the BOD.
- 4. Ensure the development of an annual budget and its submission to the board for its approval. Leads the monitoring of budget implementation.
- 5. Oversees development and board review of financial policies and procedures. The finance committee monitors the adherence to financial policies and procedures adopted by the board.
- 6. Develops and monitors any investment policies adopted by the board.
- 7. Ensures that assets are protected and invested according to board policy.
- 8. Leads the BOD in assuring compliance with federal, state, and other financial reporting requirements.
- 9. Presents the recommendations of the auditor to the board for their approval. The finance committee, reviews the results of the audit including the management letter, develops a plan for remediation (if necessary), and presents the results to the board.
- 10. Recognizes their responsibility to set the example for other board members by contributing financially at a meaningful level and by playing a major role in fundraising activities.
- 11. Takes responsibility for designing an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

Executive Director

The Executive Director serves as chief executive of Promise Prep and, in partnership with the BOD, is responsible for the success of Promise Prep. Together, the BOD and Executive Director assure Promise Prep's faithfulness to its charter, relevance to the community, the accomplishment of Promise Prep's mission and vision, and the accountability of Promise Prep to its diverse constituents.

The BOD delegates responsibility for the management and day-to-day operations to the Executive Director and he or

she has the authority to carry out these responsibilities, in accordance with the direction and 34 policies established by the BOD. The Executive Director provides direction and support to the BOD as it carries out its governance functions.

Responsibilities

1. Mission, policy, and planning

- a. Helps the BOD determine Promise Prep's values, mission, vision, and short and long-term goals.
- b. Helps the BOD monitor and evaluate Promise Prep's relevancy to the community, its effectiveness, and its results.
- c. Keeps the BOD fully informed on the condition of Promise Prep and all important factors influencing it.
- d. Identifies problems and opportunities and addresses them; brings those which are appropriate to the BOD and/or its committees; facilitates discussion and deliberation.
- e. Informs the board and its committees about trends, issues, problems, and activities in order to facilitate policy-making. Recommends policy positions.
- f. Keeps informed of developments in public education reform, the charter school movement, not-for-profit management and governance, and philanthropy and fund development

2. Legal Compliance

a. Assures the filing of all legal and regulatory documents, and monitors compliance with relevant laws and regulations.

3. Management and Administration

- a. Provides general oversight of all Promise Prep activities, manages the day-to-day operations, and assures a smoothly functioning, efficient charter school.
- b. Assures program quality and charter school stability and sustainability through the development and implementation of standards and controls, systems and procedures, and regular evaluation.
- c. Assures a work environment that recruits, retains, and supports quality staff and volunteers. Assures the process for selecting, developing, motivating, and evaluating staff and volunteers.
- d. In accordance with board action, recruits personnel negotiates professional contracts and sees that appropriate salary structures are developed and maintained.
- e. Specifies accountabilities for senior team positions and evaluates performance regularly.

4. Academic Oversight

- a. Develops and manages the performance of the Executive Director, instituting accountability systems to ensure that charter promises are met and exceeded.
- b. Develops and leads the process for assessing the needs of the instructional program, planning, implementing, and evaluating short- and long-term academic goals.
- c. Supervises the process for recruitment, selection, initial training, ongoing professional development, and evaluation of teachers and staff.

5. Governance

- a. Helps the BOD articulate its own roles and accountabilities and that of its committees and individual members, and helps evaluate performance regularly.
- b. Works with the board chair to enable the BOD to fulfill its governance functions and facilitates the optimum performance by the board, its committees, and individual board members.
- c. With the board chair, focuses BOD attention on long-range strategic issues.
- d. Manages the BOD's due-diligence process to assure timely attention to key issues.
- e. Works with the board officers and committee chairs to get the best thinking and involvement of each board member and to stimulate each board member to give his or her best.
- f. Recommends volunteers to participate on the board and its committees.

6. Finances

- a. Promotes programs and services that are produced in a cost-effective manner, employing the economy while maintaining a high level of quality.
- b. Oversees the fiscal activities of the charter school, including budgeting, reporting, and auditing.
- c. Works with the BOD to ensure financing to support short- and long-term goals.
- d. Assures and effective fund-development program by serving as the chief development officer or hiring and supervising an individual responsible for this activity.
- e. Helps guide and enable the BOD, its fund-development committee(s), and its individual members to participate actively in the fund-development process.
- f. Helps the BOD and its development committee design, implement, and monitor available fundraising plans, policies, and procedures.
- g. Participates actively in identifying, cultivating, and soliciting donor prospects.
- h. Assures the availability of materials to support solicitation.
- i. Assures the development and operation of gift management systems and reports for quality decision-making.

7. Community Relations

- a. Facilitates the integration of Promise Prep into the fabric of the community by using effective marketing and communications activities.
- b. Acts as an advocate, within the public and private sectors, for issues relevant to Promise Prep, its services, and constituencies.
- c. Listens to students, parents, volunteers, donors, and the community in order to improve services and generate community involvement. Assures community awareness of Promise Prep's response to community needs.
- d. Serves as the chief spokesperson for Promise Prep, ensuring proper representation of Promise Prep to the community.
- e. Initiates develop and maintain cooperative relationships with key constituencies.
- f. Works with legislators, regulatory agencies, volunteers, and representatives of the charter community to promote legislative and regulatory policies that encourage a healthy community and address the issues of Promise Prep constituencies.

Policy Development & Decision Making

The BOD has sole responsibility for setting policy for Promise Prep. Therefore, the BOD shall establish a careful process to develop clear, lawful policies where needed. The board will set policy by considering external factors such as legal requirements, including those stipulated by the charter contract and state law, as well as internal factors such as the organization's vision, mission, and current strategic plan. The BOD will ensure that all policies are aligned to the organization's Articles of Incorporation and Bylaws and that all stakeholders are able to inform the impact 36 of proposed policies. The BOD will operate by Robert's Rules of Order to ensure streamlined, informed decision-making.

Board Training & Development

High performing schools follow from high performing boards. We do not believe you can have a high performing school without an exceptional board. However, high performing boards in our experience are more than just talented people who serve. High-quality boards are built upon consistent, thorough board development strategies. We employ two such strategies:

1. Initial Board Training Partner

Promise Prep will work in partnership with an expert consultant, Education Board Partners, to provide initial

training to the BOD. This training provides the groundwork on how to run a public meeting, Indiana State requirements, the role of board members, charter school finance, etc. We believe it is best to outsource this initial "bootcamp" training BEFORE formal board meetings commence to a respected third party. By leveraging a third party (i.e. local Chamber of Commerce), it provides a necessary level of separation between management and the Board to ensure their roles are adequately defined and segregated otherwise the BOD can become too dependent upon management and not sufficiently hold management accountable for the results it is expecting.

2. Continuous Board Training

This will happen both formally and informally. Formally, each year at a BOD retreat, the same outsourced training partner mentioned above will be re-engaged to provide both a refresher course as well as advanced courses and training as Boards evolve through various life cycle stages (i.e. planning, launch, startup, iterate, sustain, scale). Informally, Promise Prep's Executive Director will meet individually with each board member between board meetings so that every board member is met 1:1 at least quarterly. In addition to relationship building, this is an opportunity for the board member to dig deeper into a particular area(s) of interest (i.e. school finance, performance assessment, HR recruitment, community engagement, school discipline statistics, etc.). These informal lunches or coffees, coupled with site visits and classroom tours, expand the BOD's knowledge into the deeper areas that may interest them and be relevant and needed by the school and its management.

Current Board Members & Leadership

Promise Prep Inc. 's BOD currently has four members (see Attachments H, I and J for required Leadership Information). An additional three members will be selected over the coming months, although one seat will be reserved for a community member with direct ties to the school community that the school is matched with through the IPS restart process. As such, these members will not be selected until early 2021.

Current Board Members & Leadership					
Name	Title & Organization	Area(s) of Expertise	Current / Intended Role		
Adam Milakofsky	Vice President, Strategy Heritage Group	FinanceData Analytics	Board Chair		
Kelli Marshall	Director of Instructional Support Instruction Partners	 Curriculum Instruction Executive Leadership School Culture Strategic Planning 	Board Member		
Susan Appell	Executive Director Indy Learning Team	 Communication Non-profit management Literacy 	Board Member		
Gloria King	Director Multicultural Affairs Eskenazi	• Community Engagement	Board Member		

		Social ServicesHealthcare	
Myke Spencer	Teach for America	FundraisingPolicy	Board Member
Jullian Harrell	Associate Faegre Dinker Biddle & Reath LLP	• Legal	Board Member

Promise Prep's BOD will continue to recruit additional members to fill missing skillsets not represented by its current membership, including but not limited to legal expertise, human resources, and specific community connections. Additionally, the BOD will reserve one seat for a community member with direct ties to the school community that the school is matched with through the IPS restart process.

School Leadership

Mr. Geoffrey E. Fenelus will serve as the Executive Director for Promise Prep. Mr. Fenelus has served students in grades K-12 across all education sectors for 10 years. Throughout his career he has worked in high poverty schools as a teacher, dean, assistant principal, and principal. In the South Bronx he worked in the poorest congressional district in the country and still was fortunate enough to work with kids that were able to achieve great things academically and socially. At Success Academy Bronx 1 Mr. Fenelus established a high bar of rigor, structures, systems, and use of data to move kids academically and behaviorally. He formed strong partnerships with families and held them accountable for being active participants. 83% of his students passed the ELA New York State Exam and 98% of the students passed the Math New York State Exam. Lastly, at PAVE he led the process of turning around a neighborhood school. PAVE had seen 7 Principal's in 5 years. The inconsistency in leadership had a huge impact on student achievement, community trust and school culture. As the leader he worked extremely hard with his team to improve student academic achievement, school culture, and family partnership. He is a graduate of Relay Graduate School of Education's National Principals Academy Fellowship and holds a certification in Teaching Urban Adolescents with Disabilities from the New York State Department of Education, an M.S. in Education from Long Island University, and a B.A. in Economics from Wheaton College. Mr. Fenelus' leadership information can be found in Attachment K.

Summary of Roles & Responsibilities

Promise Prep's BOD is committed to upholding its fiduciary responsibility while also ensuring the Executive Director has the appropriate autonomy to make decisions that are best for Promise Prep students.

Summary of Roles & Responsibilities				
Category	Board	School Leadership		
Adherence to Vision / Mission	Responsible	Support through implementation		
Curriculum	Delegates to School Leadership	Responsible for curriculum selection		
Personnel DecisionsPersonnel Decisions	Selects Executive Director	Responsible for all personnel decisions & staff selection		
Budget Allocation	Approves the annual budget and	Develops in partnership with the		

	reviews financials regularly for adherence	financial service provider
Vendor Selection	Responsible in accordance with policies	Responsible in accordance with policies

B. Governance Plan -- Governance Compliance

Please see the following attachments for required organizational documents:
Organizational Chart - Attachment L
Articles of Incorporation - Attachment M
By-laws - Attachment N
Form 1023 - Attachment O
Background check policy - Attachment P

C. Governance Plan - School Leadership

Executive Director

The Executive Director of Promise Prep oversees the instructional leadership, program development, and operations and fiscal management of the school. The Executive Director manages the senior leadership team that consists of the Director of Achievement, Dean of Students, and Director of Operations, acting not only as a supervisor but also as a coach and consensus builder, remaining deeply committed to the values of developing and bringing out the strengths of all of Promise Prep's staff while also holding them accountable for their goals and desired outcomes. The Executive Director also oversees school-level operations, technology, reporting and compliance, data and analytics, and family and community engagement. While working in concert with consultants and staff to ensure the smooth functioning of Finance, HR, and Talent.

Director of Achievement

The Director of Achievement (DOA) will be part of the senior leadership team of the school. The DOA will work closely with Promise Prep consultants, teachers, and other senior leadership to ensure that Promise Prep's academic program is implemented with fidelity. Additionally, the DOA is tasked with directly coaching and supporting teachers and junior leaders in their daily lessons and serving as the administrator tasked with overseeing the execution of daily academic systems in coordination with the School leadership team.

Director of Operations

The Director of Operations (DOO) at Promise Prep will oversee all of our finance and operations functions. The DOO will focus on strengthening both school and operational performance to dramatically increase student growth and achievement. This role will focus on building local capacity to deliver seamless and high-quality financial and operational services to staff and families.

D. Community Partnerships

Promise Prep believes that building strong community-school relationships, and building a strong school community to which community organizations feel strong ties, creates a foundation on which we can achieve excellent results. To that end, Promise Prep has invested heavily in efforts to build and develop these relationships. We have already met with a number of potential community partners to solicit potential partnerships. We are continuing to develop relationships throughout the

community to ensure we are prepared to serve our students well. Once the school site has been designated, we will further our efforts to build partnerships in that specific community.

Name of Organization	Representative from Organization	Address, phone number, and email address	Nature of the partnership with the school	Is a letter of support included in the application?
Nine 13	Nathan Smurdon	nsmurdon@nine13sports.org	Enrichment / Athletic development	Yes
TAB Recreation	Ben Hughes	ben.hughes@tabpres.org	Sports	Yes
Catching Stars	Tamika Catchings	tcatchings@feverbasketball.	Enrichment	Pending
Innopower	Emil Okofor	emil@innopowerindy.com	Leadership Support	Yes
Stemanzium	Tariq Al Nasir	tariq@stemnasiuminc.com	STEM	Pending
Horizon League	Jon Lecorne	jlecrone@horizonleague.org	Sports/College Ready Program	Pending
Kid Dance Outreach	Mónica M. Muñoz	mmunoz@kdoutreach.org	Performing Arts	Yes
RELAY GSE	Carlotta Cooprider	ccooprider@relay.edu	Teacher support	Yes
Teach for America	TBA	TBA	Teacher support	Pending
NCAA	Crystal Rogers	crogers@ncaa.org	Sports/Field Trips	Pending
Boys Club of Indianapolis	Maggie Lewis	mlewis@bgcindy.org	After School	Pending
The Indy Learning Team	Susan Appel	sappel@theindylearningtea m.org	Literacy Support	Yes
The Mind Trust	Kristin Grimme	kgrimme@themindrust.org	Innovation School Fellowship & Implementation Funding	Yes

Letters of Support can be found in Attachment Q.

E. Financial Management

Promise Prep will contract the services of Center for Innovative Education Solutions (CIES), a 501(c)3 non-profit organization that partners with charter schools and innovation network schools to provide cost-effective financial, operational, and state reporting. CIES will assist us in all compliance reporting with the State Board of Accounts, grant management, state reporting, and operational services.

Promise Prep will adopt the Indiana State Board of Accounts policies and procedures in order to maintain integrity in all financial management. The Board of Directors and/or Finance Committee will review all of the financial policies and procedures once annually to ensure fidelity, integrity, and transparency. All transactions that equal or exceed \$5,000 are considered "major transactions" and require the involvement of at least two individuals (e.g. a signed and reviewed purchase order) and all cash disbursements of \$5,000 or greater will require two signers (Executive Director, Board Chair, and Treasurer will be approved signers). All other expenditures which are not part of the board-approved budget and exceed \$5,000 must be approved by the Board. Our initial financial policies and procedures can be found in attachment R, which may be modified once we are partnered with a restart school.

Budget Development

Promise Prep will develop a draft school budget with input from the Executive Director/Principal, Director of Operations, and Assistant Principal. A preliminary budget will be completed based on assumptions from the aforementioned group. Then, the Executive Director will submit a first draft to the school administration team for review and feedback by early spring of the fiscal year. After review and feedback from the school leaders, the Director of Operations will prepare a final draft of the budget based on updated assumptions to present to the Executive Director for review by late May. The Director of Operations will complete the final review by mid June. The Executive Director and Director of Operations will present the final school budget to the Finance Committee who will review and make a recommendation to the Board for final approval by the June board meeting, in accordance with public law. No proposed budget shall be considered for adoption or otherwise finalized until at least one public hearing has been conducted on the proposal. Upon editing and approval of the Board, the budgets are considered final and they are entered into the accounting software and tracked monthly against actual revenue and expenditures. Any revision to the budget resulting in an increase or decrease of total revenues or total expenditures of more than 10% must be approved by the Board.

The Executive Director will apply for CSP funding in the summer of 2020 and has been awarded an implementation grant of \$325,000 from the Mind Trust.

F. Budget and Financial Matters

Promise Prep is working with the Center for Innovative Education Solutions to help develop our working budget, long term financial planning, and to provide financial oversight of Promise Prep accounting and state reporting. Please see Attachment R for our initial budget plan, including all budget assumptions. If Promise Prep does not meet projected enrollment numbers, we will eliminate the following staffing positions: special education teacher, social worker, and a teacher's assistant.

As per section 3.7 of the Charter School Contract, Promise Preps agrees to establish an escrow account of no less than \$30,000 to pay for legal, wind down of operations, and audit expenses that would be associated with a dissolution should it occur. Promise Prep will provide for the full amount in its first-year budget.

G. Facility

As a potential school restart, Promise Prep will work in partnership with IPS to identify potential facilities in accordance with the district's School Quality Review timeline. Promise Prep will work with facility specialists to determine which of the facilities identified match the Promise Prep model, and/or to determine if any renovations are necessary to accommodate the model. Promise Prep will also work to ensure that community need and demand is evident as we evaluate the various facility options that are presented to ensure that sufficient demand exists for our model.

H. Transportation

Promise Prep is dedicated to ensuring all students are able to access the school. As a neighborhood school, we anticipate that many of our students will live within walking distance of the school. However, Promise Prep will also work in partnership with Indianapolis Public Schools to provide transportation to its students in the school boundary. Promise Prep will also evaluate other options for transportation outside of the service area as needed through IndyGo passes or other partnerships to ensure the school is accessible. The State and its local educational agencies will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in paragraph (3)(A), in accordance with the following, as applicable: If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.

If the homeless child's living arrangements in the area served by the local educational agency of origin terminate and the child, though continuing their education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the homeless child is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

I. Human Capital

We believe that great leadership and teaching is the foundation on which a school achieves strong results. Promise Prep will invest heavily in the efforts through which we will recruit, screen, select, and hire the strongest individuals to join the school. For the 2021-20 academic year, we will need to recruit and hire for a three-person leadership team and up to forty additional staff members.

Local, Regional, and National recruitment

Promise Prep will widely publicize job opportunities and will work with local and national nonprofits, colleges and universities, community organizations, and other strategic partners to build the pipeline through which strong applicants will apply. It is critical to the success of the school that we strategically recruit individuals both from within IPS and from outside of the district.

Rigorous Teacher Hiring Process

The school's teacher hiring process is systematic and intense. We aim to respond to 100% of applicants within a week of receipt of their application materials. Candidates who are not viable receive email notification alerting them of this decision.

Candidates who seem viable after their resumes have been reviewed are invited to complete a phone interview. Following the phone interview, strong candidates will be invited to more detailed phone interviews. Candidates who make it past this stage will then interview with a member of the school's leadership team and deliver a sample lesson before references are checked and an offer is made.

Teacher Leadership Positions

The school plans to attract experienced teachers to work at Promise Prep by creating certain teacher leadership positions (e.g. Cohort Leader, Grade Level Leader, or Restart Fellowship) within the school. Individuals taking on these teacher leadership roles will receive a stipend for their additional responsibilities, consistent with the new performance-based compensation plan.

At Promise Prep, we will relentlessly prepare and support teachers—both during their July orientation as well as during their regular coaching sessions throughout the year—on exceptional instructional practices. During July staff orientation, the school's leaders will train teachers on the school's expected instructional practices. For example, the DOA and Instructional Coaches (IC) may model excellent practices and provide feedback to the school's teachers on sample lessons that they deliver. During the academic year, teachers will be regularly coached by their DOA and IC, who will make bi-weekly observations of every teacher and provide them with action-oriented feedback on classroom management and instruction. Following each observation, a debrief meeting will focus on specific adjustments that need to be made to lessons to reach all learners more effectively.

Lastly, we will facilitate an adult culture, student culture, or academic focused professional development session for at least one hour per week (on the early release day for students) to analyze and improve upon instructional or management methods and practices across the school. Patterns of data, including formative academic and culture data will drive the focus and themes of these sessions. The goals of these professional development sessions are to increase student achievement through reflective dialogue, deprivatization of practice, collective focus on student achievement, collaboration, the improvement of teacher practices, and holding each other accountable for shared instructional norms and values. Sample professional development samples can be found in Attachment S.

At Promise Prep, we will implement a comprehensive staff evaluation system and tool that values adult professionalism and student achievement, supports the growth and improvement of all staff members, and provides a record of facts and assessments for personnel decisions. The system and tool will be designed in adherence with state laws and regulations, and they will be modeled on the systems and tools created by Lavinia Group. Promise Prep will hold its staff members to the highest performance expectations that are geared toward ensuring that students succeed. The evaluation system and tool reflect and reinforce these high expectations. The tool's components also reinforce many aspects of this redesign plan. For example, staff members will be evaluated on their ability to support the school's strong culture by enforcing the school's expectations, to effectively use data to drive instruction in their classroom, to differentiate instruction and effectively serve all learners, including students with disabilities and English language learners and to communicate regularly and effectively with families. Below you will find an overview of instructional supports:

Overview of Instructional Coach roles:

Instructional coaches at Promise Prep do some combination of the following elements.

<u>Curriculum Development</u> - Curate curriculum from an existing source (Insight, Eureka, Amplify, etc.).

<u>Instructional Coaching</u> - Provide observation feedback based on the Waterfall; facilitate individual internalization of shared plans.

<u>Data team leadership</u> - Lead weekly or bi-weekly deep dives of student work; identify elements of exemplar; identify typical gaps; plan reteach.

Overview of support for Teacher Leaders (Instructional Coaches)

Beginning of year Professional Development:

Focus on Values - We ground our work in core values.

<u>Focus on Quality Conversations</u> -- We develop a shared vision of an effective coaching conversation and practice delivery.

<u>Focus on Critical Moves</u> - We deep dive elements of our shared instructional priorities as identified on our Coaching Waterfall. We practice identifying and closing gaps in these areas through video analysis and practice sessions.

<u>Focus on Curriculum Support</u> - We identify and practice critical elements of our "lead planner model," including meeting protocols, material support for teachers, unit plan elements, and data analysis protocols.

Weekly ILT:

<u>Deep Dives</u> - We get granular with elements of our instructional priorities. We will focus on making student work the center of our classroom, running effective independent practice and providing high quality feedback, positive framing to enforce classroom vision, high ratio instruction, and habits of discussion.

<u>Coaching Workshops</u> - Coaches take turns setting up and showing a 7-10 minute clip of a coaching conversation. Coaches may choose to solicit feedback on just one element of the conversation or leave it open. The team offers glows and grows. <u>Stack Audits</u> - ILT members analyze tasks in various configurations; we may look at Do Nows or Exit Tickets across a subject area or grade level, for example, or we may look at summative assessments.

Coaching of Instructional Coaches

The Director of Achievement has one standing meeting with each Instructional Coach every week or every two weeks with the area of focus differentiated. Feedback on meeting facilitation is grounded in this rubric.

<u>Co-observations</u> - Director of Achievement co-observes with teacher leaders and helps identify highest leverage action steps.

<u>Meeting facilitation feedback</u> - Director of Achievement observes curriculum and data meetings and provides feedback based on protocols.

<u>Coaching conversation feedback</u> - Director of Achievement observes coaching conversations and offers feedback based on protocol.

<u>Curriculum support</u> - Director of Achievement review objectives and exit tickets, provides revision guidance for lessons and assessments.

J. Risk Management

In order for Promise Prep to carry out its mission and core values to the fullest, safety must be at the forefront. Once our school building location has been confirmed, we intend to establish a thorough school-wide safety plan for the launch of the school. This plan will outline all of the processes and procedures for the following: severe weather drills, fire drills, active shooter, lockdown, evacuation, hazardous materials, bus accidents, bomb threat, and medical/mental health emergencies.

The plan will also identify relocation sites in the event the school is deemed unsafe at any point and operating procedures for action pertaining to public information and media response personnel. We intend to be thorough and will detail the expected actions of all accountable parties. This may include but is not limited to: school leaders, school staff, transportation personnel, students, and families.

In addition to the implementation of a school-wide safety plan, Promise Prep leadership intends to partner with an insurance company to provide insurance coverage for the following: The Charter Authorizer, their respective

members, officers, employees, officials and agents as additional insured on the Directors and Officers policy. We expect the policy to include:

- General Liability (includes corporal punishment, athletic participation)
- Workers' Compensation
- Workers' Compensation Part II (Employers' Liability)
- Employee Benefits Liability
- Automobile/Bus Liability including non-owned and hired; underinsured as needed
- Employment Practices Liability
- Educators Legal Liability (School Leaders E & O) and/or Professional Liability
- Directors and Officers
- Fiduciary Liability
- Sexual Abuse and Misconduct Liability
- Crime
- Employee Dishonesty
 - o Forgery or Alteration
 - o Inside Premises Theft of Monies and Securities
 - Outside the Premises
 - Computer Fraud
 - Money Order/Counterfeit Papers
- Bonds
- Property and Boiler Machine Coverage
- Business Income/Extra Expense
- Student Accident Coverage
- Cyber Security Liability
- Umbrella/Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)

Promise Prep fully understands that the City of Indianapolis, the Mayor's Charter Schools Advisory Board, related entities, and their respective officers, employees, and agents are indemnified from harm regarding risk management occurrences associated with Promise Prep. An insurance estimate from the Miller Insurance Group can be found in Attachment U.

K. Timeline

Focus Area	Task			
May/June 2020				
Charter	Receive charter approval			
Teaching and Learning	 Attend Lavinia Group Guided Reading and Targeted Math Intervention Professional Development Finalize scope of work with Lavinia Group around curriculum implementation for 2021 school year 			
Community Engagement	Continue engaging and participating in Far Eastside and beyond community engagement opportunities: • K-8 Education Task Force • Far Eastside Community Council Meeting			

	 Far Eastside Covid-19 meeting RCRLN at the Urban league 			
Operations and Financials	Finances: Set up Business Bank Account Set up Payroll vendor and QuickBooks account Select Insurance provider Finalize Promise Prep Financial Procedure Manual for Board review Finalize Planning year Budget Submit CSP Grant Submit First Financial Foundation Grant			
July 2020				
Talent Management	 Hire and onboard Assistant Principal and Director of Operations Start Promise Prep leadership team training module Participate in The Mind Trust's two week Fellows' intensive Assistant Principal and Director of Operations participate in the Success Academy E-Learning Education Institute 			
Teaching and Learning	 Curriculum Assistant Principal and Director of Operations participate in Indiana Standards Bootcamps with Instruction Partners Assistant Principal and Director of Operations participate in Eureka Math Professional Development 			
Community Engagement	 Promise Prep leadership team work with Chameleon and TMT communications team to develop simple yet powerful messages about Promise Prep and School Transformation Promise Prep leadership continue holding "100 one-on-ones" Promise Prep leadership build individual allies into a grassroots support network Promise Prep leadership continue building top-down/grasstop support 			
Operations and Financials	Finances • The Mind Trust Implementation Grant Funding • Executive Director/Principal will meet with Philanthropic organizations to build warm relationships about funding Operations • Plan all compliance needs for SY2021 with the support of CIES • Create a comprehensive list of all items that need to be purchased through June 2021			
Governance	Board Retreat			

	each board meeting • Finalize mechanism for keeping hard copies of official policies			
August 2020				
Talent Management	Professional Development			
Teaching and Learning	 Curriculum Promise Prep Instructional Leadership team begin work with Lavinia group around curriculum maps aligned with Indiana State Standards (ELA and Math) Student Culture Develop a code of conduct and school culture manual 			
Community Engagement	 Promise Prep leadership continues holding "100 one-on-ones" Promise Prep leadership continues building individual allies into a grassroots support network Promise Prep leadership ensures top-down support Promise Prep Executive Director continues meeting with Indianapolis Public School (IPS) Board members and IPS Innovation team Promise Prep Leadership works with target community to identify common concerns 			
Operations and Financial	Compliance			
Governance	Hold board meeting			
September 2020				
Talent Management	Staffing/Recruitment			
Teaching and Learning	Curriculum Continue working with Lavinia group around curriculum maps aligned with Indiana State Standards (ELA and Math) Work with Lavinia group to develop assessment calendar			
Community Engagement	 Establish a recurring meeting of key decision-makers Complete parent focus groups; develop marketing, branding, and promotional 			

	1			
	 materials; attend and promote at community events Draft parent handbook and staff handbook Conduct community/school presentations Create contract for translation Secure a printing vendor 			
Operations and Financial Compliance ● Meet compliance needs • Continue drafting operating procedures manual				
Governance	Engage in ongoing committee work and scope development			
October 2020				
Talent Management	Staffing/Recruitment • Finalize staff recruitment playbook with hiring process and job descriptions Leadership Development • Travel with The Mind Trust to visit high performing schools • Promise Prep leadership continues piloting a program at local school with similar demographics			
Teaching and Learning	 Curriculum Continue working with Lavinia group around curriculum maps aligned with Indiana State Standards (ELA and Math) Continue working with Lavinia group to develop assessment calendar Draft Promise Prep instructional playbook 			
Community Engagement	 Establish Promise Prep Steering Committee Continue to meet with IPS Board members and IPS Innovation team Continue to meet with Grass tops/roots organizations. 			
Operations and Financial	Compliance			
Governance	Continue to hold board meetings			
November 2020				
Talent Management	Staffing/Recruitment			
Teaching and Learning	Curriculum Continue working with Lavinia group around curriculum maps aligned with Indiana State Standards (ELA and Math) Continue working with Lavinia group to develop assessment calendar			

	 Continue drafting Promise Prep Instructional playbook Draft a plan for incorporating technology into the Close Reading 			
Community Engagement	Steering Committee • Meet with Promise Prep Steering Committee			
Enrollment	Pop-up classes • Promise Prep Leaders host pop-up classrooms in the target community and beyond, showing families key elements of our instructional and behavioral approach • Attend community and student recruitment events			
Operations and Financial	Compliance			
Governance	Continue to hold board meetings			
December 2020				
Talent Management	Staffing/Recruitment			
Teaching and Learning	 Curriculum Continue working with Lavinia group around curriculum maps aligned with Indiana State Standards (ELA and Math) Continue working with Lavinia group to develop assessment calendar Continue drafting Promise Prep instructional playbook Draft a plan for incorporating technology into Close Reading 			
Community Engagement	Steering Committee • Meet with Promise Prep Steering Committee • Determine community partnerships and allies			
Enrollment	Pop-up classes • Promise Prep leaders continue hosting pop-up classrooms in the target community and beyond, showing families key elements of our instructional and behavioral approach • Distribute marketing materials			
Operations and Financial	 Meet compliance needs Finalize procurement needs and timeline 			
Governance	Continue to hold board meetings			
January 2020				
Talent Management	Staffing/Recruitment			

	Finalize school leader, teacher, and staff evaluation			
Togobing and	Curriculum			
Teaching and Learning	 Continue working with Lavinia Group around curriculum maps aligned with Indiana State Standards (ELA and Math) Continue working with Lavinia Group to develop assessment calendar Continue drafting Promise Prep instructional playbook Draft a plan for incorporating technology into Close Reading 			
	Secure curriculum materials			
Community Engagement	 Announce school location Give community/school presentations 			
Enrollment	 Attend community and student recruitment events Distribute marketing materials 			
Operations and Financial	Facility Conduct facility walkthrough and inventory Review building needs alongside IPS COO and Innovation School Officer Review history of building maintenance and future building needs			
Governance	Continue to hold board meetings			
February 2020				
Talent Management	Staffing/Recruitment • Continue staff recruitment process			
Teaching and Learning	 Curriculum Continue working with Lavinia Group around curriculum maps aligned with Indiana State Standards (ELA and Math) Continue working with Lavinia Group to develop assessment calendar Continue drafting Promise Prep instructional playbook Draft a plan for incorporating technology into Close Reading Secure curriculum materials 			
Community Engagement	 Give community/school presentations Hold family input meetings 			
Enrollment	 Attend community and student recruitment events Distribute marketing materials 			
Operations and Financial	 Select Student Information System Continue facility walkthrough and inventory Continue reviewing history of building maintenance and future building needs 			
Governance	Continue to hold board meetings			
March 2020				
Talent Management	Staffing/Recruitment			

Teaching and Learning	 Curriculum Finalize curriculum maps aligned with Indiana State Standards (ELA and Math) Finalize assessment calendar with Lavinia Group Continue drafting Promise Prep instructional playbook Draft a plan for incorporating technology into Close Reading 			
Community Engagement	Hold family input meetings			
Enrollment	Community/School presentations			
Operations and Financial	 Purchase classroom equipment and furniture (based only on needs assessment from building walk through) Work with IPS on Innovation Agreement 			
Governance	Continue to hold board meetings			
April 2020				
Talent Management	Staffing/Recruitment			
Teaching and Learning	 Finalize Promise Prep instructional playbook Finalize Promise Prep's plan for incorporating technology into Close Reading 			
Community Engagement	 Establish affiliations with non-profit organizations that can provide services to families at Promise Prep 			
Enrollment	 Notify enrolled families of uniform availability Continue giving community/school presentations Continue holding family input meetings 			
Operations and Financial	 Finalize school hours for the 2021-22 school year Work with IPS to finalize Innovation Agreement Write a technology plan Select staff technology needs Contract student uniforms Set uniform policy 			
Governance	Continue to hold board meetings			
May 2020				
Talent Management	Staffing/Recruitment			
Teaching and Learning	Develop an assessment plan to assess all students on independent reading readiness and reading skills through Fountas and Pinnell.			

Community Engagement	Hold multiple community outreach meetings with target communities			
Enrollment	 Begin social media campaign for geotagged advertisements Attend target community and city-wide recruitment fairs alongside Enroll Indy 			
Operations and Financial	 Finalize 2021-2022 school calendar to include five professional development "data days" Sign contract with interim assessment provider for Math and ELA interim assessments and support resources for 2021-2022 academic year Establish before school and afterschool options for students at Promise Prep 			
Governance	Continue to hold board meetings			
June 2020				
Talent Management	Staffing/Recruitment • Achieve 100% of staff hired			
Teaching and Learning	Finalize assessment plan to assess all students on independent reading readiness and reading skills through Fountas and Pinnell			
Community Engagement	 Hold multiple community outreach meetings with target communities Begin social media campaign for geotagged advertisements Attend target community and city-wide recruitment fairs alongside Enroll Indy 			
Enrollment	Attend target community and city-wide recruitment fairs alongside Enroll Indy			
Operations and Financial	 Establish procedures for efficiently collecting student records; supply order; establish procedures for securely storing student academic attendance and discipline records, including but not limited to special education files and data; develop IEP transportation plan Ongoing support with enrollment document submission at the school level Ongoing communication with Enroll Indy team Send family mailings and e-blasts through School Runner Finalize school schedule and staffing model 			
Governance	 Continue to hold board meetings Committee work and scope development-ongoing Hold family and community engagement events hosted by the Board of Directors and School Leadership 			
July 2020				
Talent Management	Staff Development Begin 12 Day Teacher Training and Orientation			
Teaching and Learning	Support Services Staff orientation; IEP training based on current students enrolled with IEPs Staff orientation; ELL training based on current students enrolled			
Community Engagement	Family/student orientation			

Operations and Financial	Compliance				
Governance	Continue to hold board meetings				
August 2020					
Talent Management	Evaluation • Teachers receive details of the evaluation process during staff orientation				
Teaching and Learning	Student Culture Conduct five day student orientation Academics/Achievement Train all teachers on weekly plan procedures and submission requirements Train all new staff and all students on the student performance tracking system Develop and utilize consistent expectations for outstanding instruction, based on Promise Prep signature practices Special Education Operationalize comprehensive RTI framework to ensure students are getting required interventions and support Train all staff members on the UP Academy Holland Special Education service delivery model Train teachers on the school's RTI model during staff orientation				
Community Engagement	 Speak with all Promise Prep School families, either at the school, at their homes, or by phone 				
Operations and Financial	 Ongoing enrollment support for all families Establish current IEP/move-in calendar; establish ESL/SPED/504 testing accommodation list 				
Governance	Continue to hold board meetings				











A Promise Prep Survey

Questions Responses 26

26 responses



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Not accepting responses



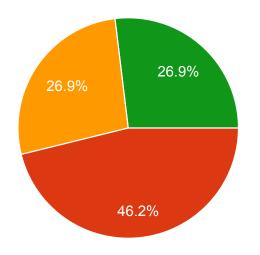
Message for respondents

This form is no longer accepting responses

Summary Question Individual

Are you satisfied with the services and education provided by your neighborhood school?

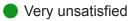
26 responses

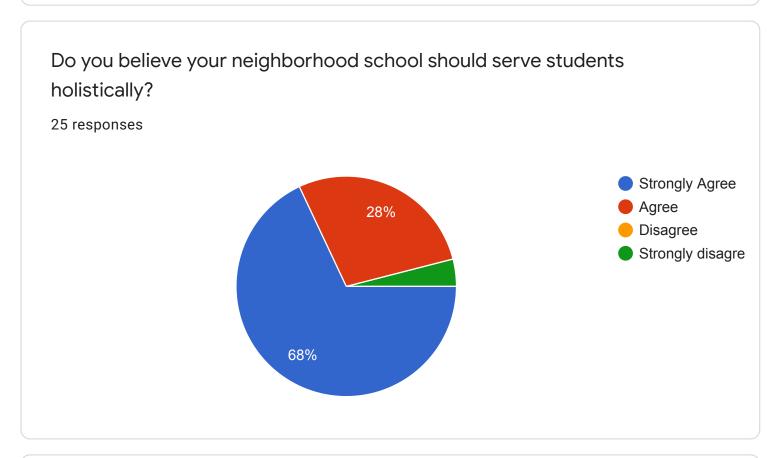


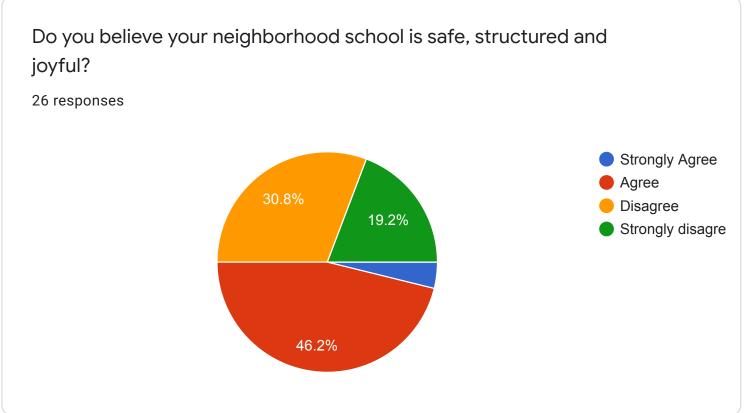




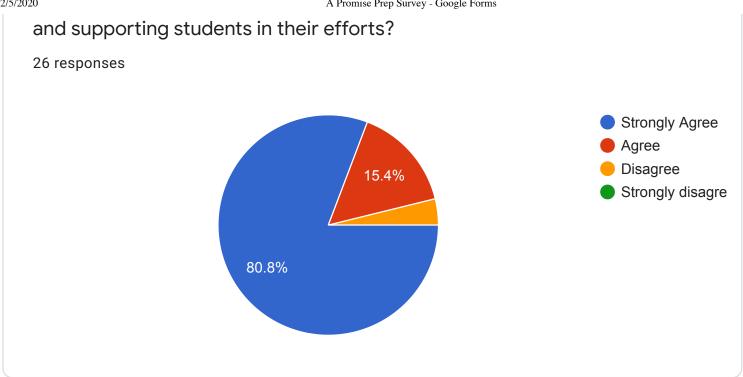


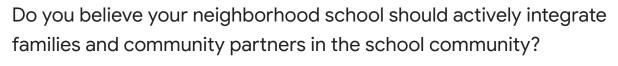




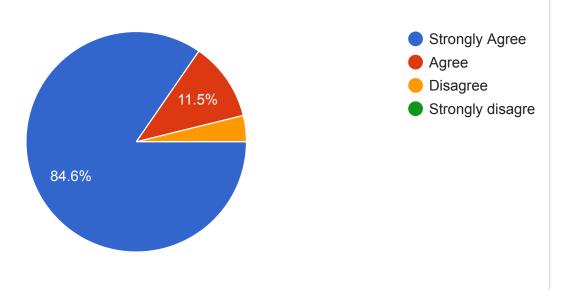


Do you believe your neighborhood school should help students achieve at high levels by offering the most rigorous curricula available



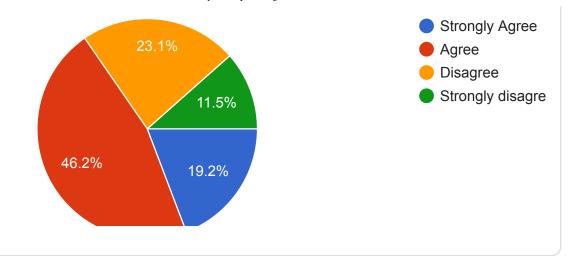


26 responses



Do you believe your neighborhood school believes in your child's potential?

26 responses



Kindergarten and First Grade Sample Schedule			
Time	Monday through Thursday	Time	Friday
8:00-8:30	Before School Care	8:00-8:30	Before School Care
7:45	Staff Arrival	7:45am	Staff Arrival
7:55-8:25	Staff Huddle/Grade Team Meeting	7:55-8:25	Staff Huddle
8:25-8:30	Staff Transition to Arrival Post	8:25-8:30	Staff Transition to Arrival Post
8:30-8:55	Arrival	8:30-8:55	Arrival
8:30-8:55	Breakfast	8:30-8:55	Breakfast
8:55-9:00	Transition	8:55-9:00	Transition
9:00-9:15	Social Emotional Learning Morning Meeting	9:00-9:15	Morning Meeting
9:15-9:45	Reading Stepping Stones Phonics	9:15-9:45	Guided Reading
9:45-9:55	Snacks	9:45-9:55	Snacks
9:55-11:25	Insight Humanities Reading & Writing	9:55-10:40	Insight Humanities Reading
11:25-11:30	Transition to Recess	10:40-10:45	Transition to Lunch
11:30-11:50	Recess	10:45-11:05	Lunch
11:50-11:55	Transition to Lunch	11:05-11:10	Transition to Classroom
11:55-12:15	Lunch	11:10-11:55	Math Workshop
12:15-12:20	Transition to Specials	11:55-12:25	Reading Stepping Stones Phonics
12:20-1:05	Specials Science (M,W) Gym/Sports (Tu, Th) Art (F)	12:30-1:00	Specials/Second Step (SEL) Art (F)
1:05-1:10	Transition to Classroom		
1:10-1:40	Math Story Problems		

1:40-2:25	Reading Guided Reading		
2:25-2:40	Math Fluency Routines	1:00-1:15	Pack up & Dismissal
2:40-3:20	Math Workshop		
3:20-3:45	Math/Clubs Counting & Money Collections		
3:45-4:00	Pack up & Dismissal		

Second to Fourth Grade Sample Schedule			
Time	Monday through Thursday	hursday Time	
8:00-8:30	Before School Care	8:00-8:30	Before School Care
7:45	Staff Arrival	8:00am	Staff Arrival
7:55-8:25	Staff Huddle	8:05-8:25	Staff Huddle
8:25-8:30	Staff Transition to Arrival Post	8:25-8:30	Staff Transition to Arrival Post
8:30-8:55	Arrival	8:30-8:55	Arrival
8:30-8:55	Breakfast	8:30-8:55	Breakfast
8:55-9:00	Transition	8:55-9:00	Transition
9:00-9:15	Morning Meeting	9:00-9:15	Morning Meeting
9:15-10:00	Reading Guided Reading	9:15-9:45	Guided Reading
10:00-10:10	Snacks	9:45-9:55	Snacks
10:10-11:40	Insight Humanities Reading & Writing	9:55-10:40	Insight Humanities Reading
11:40-11:45	Math Fast Facts	10:40-10:45	Transition to Lunch
11:45-11:50	Transition to Recess	10:45-11:05	Lunch
11:50-12:15	Recess	11:05-11:10	Transition to

			Classroom
12:15-12:40	Lunch	11:10-11:55	Math Workshop
12:40-12:45	Transition to Classroom	11:55-12:25	Reading Stepping Stones Phonics
12:45-1:15	Math Story Problems	12:30-1:00	Specials Art (F)
1:15-2:00	Math Workshop		
2:00-2:05	Transition to Specials		
2:05-2:50	Specials Science (Tu, Th) Gym/Sports (W, F) Art (M)		
2:50-3:30	Close Reading (M, Tu, W) Clubs/Sports or Intervention (Th, F)	1:00-1:15	Pack up & Dismissal
3:30-3:45	Math Fluency Routines		
3:45-4:00	Pack up & Dismissal		

Fifth and Six	th Grade Sample Schedule		
Time	Monday through Thursday	Time	Friday
8:00-8:30	Before School Care	8:00-8:30	Before School Care
7:45	Staff Arrival	8:00am	Staff Arrival
7:55-8:25	Staff Huddle	8:05-8:25	Staff Huddle
8:25-8:30	Staff Transition to Arrival Post	8:25-8:30	Staff Transition to Arrival Post
8:30-8:55	Arrival	8:30-8:55	Arrival
8:30-8:55	Breakfast	8:30-8:55	Breakfast

8:55-9:00	Transition	8:55-9:00	Transition
9:00-9:15	Morning Meeting	9:00-9:15	Morning Meeting
9:15-10:45	Insight Humanities Reading & Writing	9:15-9:45	Guided Reading
10:45-11:30	Science	9:45-9:55	Snacks
11:30-11:35	Transition to Specials	9:55-10:40	Insight Humanities Reading
11:35-12:20	Specials/Clubs	10:40-10:45	Transition to Lunch
12:20-12:25	Transition to Lunch	10:45-11:05	Lunch
12:25-12:45	Recess	11:05-11:10	Transition to Classroom
12:45-1:05	Lunch	11:10-11:55	Math Workshop
1:05-1:10	Transition to Classroom	11:55-12:25	Reading Stepping Stones Phonics
1:10-1:55	Math Workshop	12:30-1:00	Specials Art (F)
1:55-2:40	Math Small Groups		
2:40-3:25	Close Reading (M, Tu, W) Clubs/Sports or Intervention (Th, F)		
3:25-3:45	Choicetime		
3:45-4:00	Pack up & Dismissal	1:00-1:15	Pack up & Dismissal

Seventh and E	ighth Grade Sample Schedule		
Time	Monday through Thursday	Time	Friday
8:00-8:30	Before School Care	8:00-8:30	Before School Care
7:45	Staff Arrival	8:00am	Staff Arrival

3:45-4:00	Pack up & Dismissal	1:00-1:15	Pack up & Dismissal
3:30-3:45	Choice time		
2:45-3:30	History	_	
1:10-2:40	Math	12:30-1:00	Specials Art (F)
1:10-1:15	Transition to Classroom	11:55-12:25	Reading Stepping Stones Phonics
12:50-1:10	Recess	11:10-11:55	Math Workshop
12:30-12:50	Lunch	11:05-11:10	Transition to Classroom
12:25-12:30	Transition to Lunch	10:45-11:05	Lunch
11:40-12:25	Science	10:40-10:45	Transition to Lunch
11:35-11:40	Transition to Science		
10:50-11:35	Specials/Clubs	9:55-10:40	ELA F - Novel Study, Writing
10:45-10:50	Transition to Specials/Clubs	9:45-9:55	Snacks
9:15-10:45	ELA Class M - Writing, Close Reading Tu - Writing, Close Reading W - Novel Study, Close Reading Th - Novel Study, Writing F - Novel Study, Writing	9:15-9:45	Guided Reading
9:00-9:15	Morning Meeting	9:00-9:15	Morning Meeting
8:55-9:00	Transition	8:55-9:00	Transition
8:30-8:55	Breakfast	8:30-8:55	Breakfast
8:30-8:55	Arrival	8:30-8:55	Arrival
8:25-8:30	Staff Transition to Arrival Post	8:25-8:30	Staff Transition to Arrival Post
7:55-8:25	Staff Huddle	8:05-8:25	Staff Huddle



DISCIPLINE PROTOCOL

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VISION

Promise Prep's Discipline Policy adheres to 3 guiding principles:

- 1 PP aims to create a **positive** culture which emphasizes success and motivates students to succeed.
- 2 Strong classroom management is based on strong relationships between and among teachers and students. As such, disciplinary consequences at PP should be **relational**; this means that consequences should promote relationship-building and repair (e.g. between a pair of students or between a teacher and a student). Consequences that do not have a relational component are not aligned with PP's vision.
- 3 PP serves **all students**, no matter how challenging.

LEVEL 1

	LEVEL 1 OFFENSES		CONSEQUENCES/INTERVENTIONS
	Student is out of uniform		Student is sent to office or grade level representative to change into spare uniform.
	Inappropriate behavior (e.g. talking) at assembly, hallway, or Roundup 3+ times		unch Practice 1 day
•	Getting out of seat Talking at inappropriate times Calling out On 3 rd reminder in a class period		unch Practice 1 day Optional phone call home
	Inability or refusal to follow class procedures		unch Practice 1-2 days Optional phone call home
	Discriminatory language		Lunch Practice (student completes relevant reflection) L:1 informal discussion for 1 st time offense
	Violating the food policy (e.g. gum-chewing, candy, seeds, any non-water beverage, etc.)		Student is asked to put food away/dispose of it unch Practice, or after school Practice must include contribution to the community's cleanliness (i.e. sweep a classroom, pick up garbage from community spaces) Optional phone call home
	Theft or vandalism of community property (Pens/pencils, sports equipment, classroom materials intended for student use within the classroom, school lunch, books, clipboards)	□ R	Lunch Practice Reparations (apology, monetary, community service, etc.) Optional counseling Optional parent meeting
	First Offense Plagiarism (copying homework or in-class assignment)	ra R	Lunch Practice/meeting with teacher to discuss ramifications of plagiarism Required phone call home Re-do the assignment
	Inappropriate language, name-calling, or taunting; or participation in an inappropriate verbal altercation	□ R	unch Practice 1-3 days Required phone call home student repeats language to parent/guardian)
	Roughhousing/ Inappropriate Touch	□ R	unch Practice 1-3 days Required phone call home Required psycho-education for inappropriate touch
	Disrespect towards a teacher or supervising adult (rolling eyes, sucking teeth, attitude issues, acts of frustration)	□ R	unch Practice 1-3 days or Extended-Day Practice Required phone call home Parent Meeting if behavior doesn't improve
	Inappropriate use or ringing of cellphones/electronics (cellphones are permitted but they must be turned off)	□ R □ 2 so u □ F b	Ist offense: Item is confiscated by teacher. Required call home. Item returned at the end of day. In offense: Item is confiscated. Teacher calls parents and sends email to office informing of incident. Item is picked up from the office by parent/guardian. For repeat offenders, the item will be confiscated and will be picked up by parent/guardian after a specified amount of time as approved by Principal/Director/Assistant Dir.
	Wearing hats at any time (except on field) Wearing hoodies while seated in classroom (includes hoodies under uniform shirt)	□ H	Student is asked to remove hat or hoodie Hat/hoodie is confiscated by teacher if not removed Let offense - returned at Roundup Ond offense - picked up by parent/guardian

PROTOCOL FOR LEVEL 1 OFFENSES

- 1. Level 1 Consequences can only be applied for Level 1 Offenses as defined in the chart above.
- 2. The teacher will enter Level 1 offenses in the SIS discipline section.
- 3. Each day there will be lunch practice as follows:
 - o Dean's Office is responsible for the student(s) sent to practice and will monitor the 'task' for each student. Teacher's must follow-up appropriately to ensure the relationship is being repaired
 - o For multi-day practices, student should have a task to complete for each day (reflection, mediation conversations, etc.)
 - o Lunch practice may be assigned in increments of time (5, 10, 15 minutes, etc.).
 - o If 2 or more teachers assign practice to the same student on the same day, the student will serve his/her time at the discretion of the grade level.
 - o Grade levels determine which teachers monitor students who are in practice for an out-of-class (e.g. hallway) offense.
- 4. If a student earns lunch practice based on behavior in a class that takes place after lunch, then the teacher may assign the practice session for the following school day.
- 5. If a student commits a level 1 offense *during* lunch/recess, the supervising Dean's Office supervising will (a) enforce silent lunch and no recess for that student for the remainder of the lunch period *and* the following day and (b) make a phone call home.

<u>FOR CONSISTENT LEVEL 1 OFFENSES</u>—defined as 3 or more offenses with the same teacher or for the same behavior or 5 or more offenses in the PP community within a 2 week period (as documented in SIS).

PSS (Parent-Shadow Suspension): The parent/guardian of the student will be contacted by the teacher, Dean or social worker and asked to supervise their student in the class where the offenses have taken place. The parent/guardian will also participate in a conference with the teacher, Dean, social worker, and Principal/Director of Achievement when applicable.
_TSS (Teacher-Shadow Suspension): A teacher may request TSS with a student as outlined in Level 2 Protocols. TSS may be served with an individual teacher, grade level team, or on another grade depending on the nature of the offenses.
Team Intervention: The student and a parent/guardian will be asked to attend a meeting with all of the teachers and the social worker on that grade-level team. At this meeting, the team and the student's family will come together to design a specific intervention plan. They will also schedule a follow-up conference within 2 weeks of the initial meeting to track the student's progress.
After-School Intervention: A grade-level team may design an after-school intervention program in specific situations with approval from the Principal/Director of Achievement/ Dean of Student and parent/guardian. If approved, all logistics must be emailed to the Leadership team.
_Student Exchange Program: Teachers may only send a student out of the room for a Level 1 Offense as part of an approved Student Exchange Program. While not recommended, teachers may develop an agreement with another teacher who will accept students who are sent out of the room. All student exchange agreements must be e-mailed to the Principal/Director

- o A student who is sent to another teacher's room must be sent with a pass and a responsible student escort and the specified amount of time of the removal (up to 15 minutes).
- o Any teacher who sends a student out of the room as part of the student exchange program must still assign that student the relevant Level 1 offense, which must be entered in SIS.

of Achievement/ Dean of Student and social worker prior to implementation. In certain circumstances, a Student Exchange

Program can be approved after the initial exchange. Agreements should adhere to the following guidelines:

- o Any teacher who sends a student out of the room as part of the Student Exchange Program must call the family following each use of the Student Exchange Program.
- o If a student has been sent out of the room 3 times from the same class, the teacher in collaboration with the family and grade level team need to develop with an alternative intervention at a family meeting. The student exchange program is no longer an option for that student.

LEVEL 2 OFFENSES

LEVEL 2 OFFENSES	CONSEQUENCES/INTERVENTIONS
Flagrant Plagiarism/Cheating (can include repeat offenses of copying)	☐ Lunch Practice 2-3 days or 1 day of ISS, 0 on assignment ☐ Counseling with Social worker (minimum of 3 sessions)
Leaving class without permission or failing to attend a class (e.g. "cutting")	 Student will make up double the amount of class time missed (to be served during lunch practice, another period, before breakfast beginning at 7:45, or after-school at the grade team's discretion). See addendum for protocol
Blatant/Extreme Disrespect of a Teacher or Staff Member (as approved by Director/Asst. Dir.)	 Optional removal from class to Dean's office 1-5 days combination of Lunch Practice or Teacher Shadow Suspension (TSS) or In School Suspension (ISS) or Out of School Suspension Counseling with Social Worker (minimum of 3 sessions)
Extreme bullying (physical, verbal or cyber) O Persistent bullying OR O A serious act of bullying	 Immediate removal from class to office 1-5 days combination- Lunch Practice or In-School Suspension (ISS) or Out of School Suspension Counseling with Social Worker (minimum of 3 sessions) Parent meetings for offender and individual who has been bullied (either together or separately) Public acknowledgement of offense (i.e. post an apology on social media site where offense took place, apology in front of class, etc.)
Theft/vandalism of the property of a teacher, student, or school (personal property or high-value item which is property of the school) or theft of community property (i.e. local bodega)	 Immediate removal from class to office 1-5 days of In-School Suspension (ISS) or 1-5 days of Out of School Suspension 3-7 hours of community service Counseling with Social Worker (minimum of 3 sessions)
Physical altercation	 Immediate removal from class to Dean's office 1-5 days of In-school suspension (ISS) or 1-5 days of Out of School Suspension Counseling with Social Worker (minimum of 3 sessions)
Sexual Harassment (includes sexting)	 Immediate removal from class to office □ Parent meetings for offender and student who has been bullied (either together or separately) □ 1-5 days of In-school suspension (ISS) or 1-5 days of Out of School Suspension (OSS □ Research based assignment on Sexual Harassment □ Counseling with Social Worker (minimum of 3 sessions)
Possession of a weapon or an illicit substance (drugs or alcohol)	 Immediate removal from class to office Notification of local law enforcement 3-10 days of In-school suspension (ISS) or 3-10 days of Out of School Suspension Counseling with Social Worker (minimum of 3 sessions) and possible referral to outside agency
Assault/physical aggression towards a staff member (Assault is defined as intentionally attempting to cause or causing physical harm to another individual – hitting, pushing, punching, kicking, throwing objects).	 Immediate removal from class to office Notification of local law enforcement (as necessary) 3-10 days of ISS or OSS Counseling with Social Worker (minimum of 3 sessions) and possible referral to outside agency

For all Level 2 Offenses parents/families will be notified by the Dean of Students and follow up meetings will be scheduled.

PROTOCOL FOR LEVEL 2 OFFENSES

- 1. For a level 2 offense, the teacher text the Dean's office phone to request removal of student from class. Principal/Director of Achievement/Director of Operations/Dean of Students/SW will come to escort student. If a student leaves the classroom without permission, text the Dean's office office phone immediately and give the name of the student who left and that they should be brought to the office. NO student should be escorted to the office by another student.
 - a. After a teacher text the Dean's office phone, they must complete the Level 2 Office Referral and hand it to the Principal/Director of Achievement/Director of Operations/Dean of Students/Culture Coach/SW when they pick up the student. If the student has left without permission, the teacher will send another student to the office with the checklist.
 - b. Once the student enters the Office, the checklist will be handed to the appropriate admin team member and the student will be given a Reflection Sheet. The student will work independently on the Reflection Sheet until the Principal/Director of Achievement/Director of Operations/Dean of Students/SW able to meet with the student.
- 2. If the student has committed a Level 2 offense, DOS/ Culture Coach/ Social Worker(s) will call the student's parent/guardian to give a brief report of the incident. The student will then be escorted to the Dean's Office where they will be supervised by the Culture Coach. If the Level 2 Offense requires notification of the local law enforcement agency (e.g. Possession of a weapon or an illicit substance (drugs or alcohol), assault, etc.), the DOS/SW will notify the local law enforcement agency and the parent/guardian will be asked to come pick the child up from school for the remainder of the day.
- 3. As soon as possible (but no later than 5:00 p.m. on the day of the incident), the supervising teacher must submit the Level 2 incident in SIS.
- 4. Principal/Dean of Student/Director of Achievement will review all Level 2 offenses to determine and approve consequences, which will be communicated to the grade level team.
- 5. The Grade Level Social Worker/DOS coordinates a meeting with the parent/guardian, the supervising teacher, and (if needed) the Principal/Director of Achievement/ Dean of Students. If the Level 2 Offense is Blatant/Extreme disrespect of a teacher, then that teacher (not the social worker) is responsible for calling home and organizing the parent meeting.

FOR CONSISTENT LEVEL 2 OFFENSES: For consistent Level 2 offenders (defined as three Level 2/ISS/OSS incidents within a trimester) the Grade Level Teams must come together to discuss the individual student's case, conduct a family meeting, and develop alternatives to ISS/OSS for future incidents. The Culture Coach will notify the appropriate grade-level team and the Principal/Director of Achievement/Director of Operations/Dean of Students/SW after the 3rd Level 2 offense.

_TSS (Teacher-Shadow Suspension): A teacher may request TSS with a student as outlined in Level 2 Protocols. TSS may be
served with an individual teacher, grade level team, or on another grade depending on the nature of the offenses.
Alternate Schedule: The respective grade level team may make a recommendation for an alternate schedule to the Principal/Director of Achievement/Director of Operations. Upon approval, the team will create a substitute program for the identified student; an intervention which will be reassessed every week. This schedule will allow the young person to work with all grade level teachers on a daily basis, and access all content material and homework. The student will not participate in their regular class schedule, but instead be supervised by teachers on grade level or Culture Coach. Student's progress will be tracked through an ISS point sheet.

AGSS (Alternate Grade Shadow Suspension): A student will transition into a lower grade for a day. This intervention will first be explored by respective Grade Level Leads and approved by the Principal/Director/Assistant Director. Once approved,

teachers will provide work to the Grade Level Lead by 8am on the morning of the intervention. Social Worker will support and facilitate the student's transition into the lower grade. Teachers will monitor student's work production and behavior on the ISS/TSS point sheet and provide appropriate points after each period. If student is unable to meet the designated points by the end of the day, he/she may be subject to another day of AGSS or a day in ISS.

Week 6 Vision Plan **Promise Prep** 2021-2022

Priorities:

- Academics (Intellectual Preparation): Build teacher knowledge. Meet to unpack texts/problems and plan strong questioning. Collaborate across grades.
- Values. Reward the individual and team with positive experiences and events. Collaborate amongst one another- parents, teachers, leaders. Clear and consistent Dean's Student Culture (Strong Tier 1 Systems): Enforce unified behavior systems that consistently reinforce excellence. Individual and whole-class incentives based on Core Office systems. Give all scholars something to buy-in to.
- Adult Culture Whenever we see something that is not the vision, we will never look away. რ

Why the Week 6 Vision?

place with clear, consistent routines and student character and academic habits. In the first school culture. We know that for this to happen, we need a strong cultural foundation in By Week 6 of a school year, you can tell a lot about the state of a school's culture. The look, sound and feel of any classroom is typically a clear indicator of the school's tone Vision of Excellence for establishing our vibrant, joyful, disciplined, focused and urgent and feel for the remainder of the year. At Promise Prep, we rally around a Week 6 6 weeks of the school year we have the opportunity to set the table for a year of dramatic achievement.

create space for minimal distractions for learning. With clear and consistent systems, our environment in which scholars love their teachers, teammates and their school in order to scholars will develop the foundational habits that will put them on a competitive high significant time building scholar habits, crystallizing power routines, and creating an We believe that our culture systems exist in order to create joyful classrooms where classroom. In order to achieve outstanding academic achievement, we must invest scholars are invested in their teacher, their teammates, their own work, and their school college-bound path.

opportunity to build and develop a "championship team" (in terms of both "coaches" Our students- and we, the adults- will form habits during the first 6 weeks. That is a given, whether we have a 6-week plan or not. The beginning of the year is our and "players").

As we execute this vision to ensure consistency, clarity and EXCELLENCE, our success is measured upon the following:

- 1) Students not only meet expectations, but strive to exceed expectations, at this school because they love learning and are invested in why we do the things we do.
- 2) Adults work to set students up for success at this school.
 3) Adults care and expect the best from scholars at this school.
- 4) Adults are "rowing in the same direction" and managing behaviors consistently across classrooms.
- 5) We are a school community and our collective power is greater than our individual strength.
- 6) Our school is a positive and joyful place to learn (for both scholars and adults) and everyone in the building wants to learn, all the time.
- 7) We don't waste time here, and have no time to waste. 8) Feedback and practice directly contributes to our own growth and development.

Outcomes for Our 6 Week Plan

There will be five guiding outcomes that will drive our actions during the first 6 weeks of school:

- 1. Ensure that 95% of students are consistently demonstrating focused minds and bodies at all times.
- 2. Ensure that 95% of students are consistently exhibiting the core academic and character habits and executing core routines/procedures within defined time allotments.
 - 3. Ensure that 100% of key school wide procedures and systems have been mastered
- 4. Ensure that 100% of teachers have baseline proficiency (used effectively more often than not) in the core taxonomy techniques: strong voice, precise directions, narration, positive framing, 100%, and corrections.
 - 5. We maximize the time on task in rigorous, engaging common core aligned instruction.

	TEACHER SKILL			SCHOLAR HABITS		ROUTINES	
	95%+ of students are on task at all times	TOO9/6 of teachers are proficient on 6 foundational technique skills by end of week 6	6 foundational technique	95%+ of students meet the schootimes	95%+ of students meet the school's vision of excellence at all times	95%+ of students meet the vision of excellence outlined in the Culture Manual at all times	of excellence outlined in imes
	All		Advanced	Teacher Inputs	Student Outputs	Teacher Inputs	Student Outputs
Week 1	Work towards proficiency wit Strong Voice Precise Directions Behavioral Narration	Work towards proficiency with Group 1 techniques: · Strong Voice · Precise Directions · Behavioral Narration		Teacher cues every student habit + provides a precise direction Teacher narrates 5 students after every direction	HALLS (silent) Posture Tracking Neat Work/Handwritin g	Teacher provides cue + precise direction every time Teacher narrates 3- 5 students after every direction	Arrival/Homeroom Hallway transitions Bathroom Lining Up
Week 2	Work towards proficiency wit Strong Voice Precise Directions Behavioral Narration	Work towards proficiency with Group 1 techniques: · Strong Voice · Precise Directions · Behavioral Narration	Also work towards proficiency with Group 2 techniques: Positive Framing 100% Correction	Teacher cues every student habit Teacher provides precise direction Teacher narrates 3-5 students after every direction	Choral Response Vertical Hands Posture Tracking a Text and following along with finger, pencil, or eyes Redo work	Teacher provides cue + precise direction every time Teacher narrates 3-5 students after every direction	Arrival/Homeroom Hallway transitions Bathroom

Week 3-4	Teachers work towards proficiency with the following techniques: Positive Framing 100%	Also work towards proficiency with Group 3 techniques:	Teacher cues every student habit Teacher provides precise directions Teacher	Loud and Proud Posture Annotating Habits of	· Teacher provides cue + precise direction every time	· Lunch · Recess
	· Corrections	riane/ Lirculate . Work the Clock . Choral Response	r leagner narrates 2-3 students after every direction	Uscussion . Redo work	r redaner narrates 2-3 students after every direction	
Week 5-6	Teachers work towards proficiency with the following techniques: • Positive Framing • 100% • Corrections	Also work towards proficiency with Group 3 techniques:	Teacher rarely provides cues Teacher narrates 2-3 students after some directions Teacher eliminates narration for	Annotating Habits of Discussion Turn and Talks Redo work	Teacher provides cue Teacher eliminates precise direction Teacher narrates 1 student after some directions or	· Dismissal
			baseline habits		eliminates narration	

Performance Management:

Βαγ	Leader Actions:
Monday-Tuesday	 Leaders observe 100% of teachers in their portfolios (solo) and collect data; all data and actions logged into tracker by Tuesday 6:00 PM Leaders determine key action step(s) for all teachers in portfolio
Wednesday	 Leaders analyze and discuss data and trend during Weekly Week 6 Meeting, then determine follow-up action steps
Monday-Thursday	 Leaders conduct observation-feedback meetings with 100% of teachers in their portfolios at least twice a week. Observation should include real time coaching and follow up via Whetstone Meetings should include DELIBERATE PRACTICE of key action steps) that will take teacher practice to the next level.
Monday-Thursday	 Entire leadership team conducts daily walkthroughs (weeks 1-2) and then pairs (weeks 3-6) to norm on ratings and practice RTC. Grade Team Lead join walkthroughs 1x per week and observe systems during weeks 3 and 5.
Friday	 Leaders facilitate data debrief and practice in whole school/grade level meetings; Principal and Deans executes staff-wide PD on highest leverage action step

Support Strategy:

- For your **strong teachers**, help keep them there. (Priority Support Moves: RTC 2x/week, follow up Whetstone and 5-10 min check-in 2x/week)

 Work with your approaching proficient teachers

 FIRST. Example: A teacher at 80% proficiency should get intense coaching to help him/her hit 100% that week. Dedicate more of your extra time to daily cycles to help them get better fast. (Priority Support Moves: Daily RTC 4x/week, Daily 15-30 min practice, Daily Feedback Whetstone)

 For your not proficient teachers, they will require a variety of supports outside of the RTC and individual coaching plan. (Priority Support Moves: RTC 3x/week, Classroom Observations,
- For your <mark>not proficient teacher</mark> Video Protocol, Culture Club)

The LT's #1 goal is to WIN on the Week 6 vision. To that end, we will spend most of our time coaching and supporting teachers to master the weekly goals.

cues, whisper coaching, pulling you to the side, modeling a specific skill or taking over the classroom. This type of coaching requires immediate implementation. Our goal is to do this in a way that it Real Time Coaching (RTC) - RTC is when teachers get immediate feedback from any member of the LT in the moment while teaching. This can look a lot of different ways including giving nonverbal preserves the teacher's authority in the classroom while simultaneously allowing you to get better faster.

Practice – Practice is focusing on mastering isolated skills while not in front of children. Within your GL groups:

Tier 1 Support – This is the baseline support that ALL teachers will get. Tier 2, Tier 3 and Push Forward Support would all be in addition to this.	Tier 2 Support – These are teachers that are struggling with isolated skills but are either reaching or very close to the weekly goal.	Tier 3 Support – These are teachers that are struggling with multiple things and not on track to hit the weekly goal.	Bright Spot Support – These are teachers that are at or beyond the weekly goal that we will be pushing to excellence.
-10-15 minutes of Straight Observation -15 minutes of Real Time Coaching per week -30 minutes of data analysis and practice per week	-15-30 minutes of extra Real Time Coaching on that specific skill -Bank of strategies to use: Observe a bright spot in that specific areas	-15-30 minutes of extra Real Time Coaching -Extra homework + video protocols -Culture Club Sessions (minimum of 30 minutes per week) -Might get another LT member to lean in	-Baseline changes to moving ahead to future taxonomy skills/habits -Extra 20 minutes is dedicated to making your classroom a magical place (teacher has the choice of planning support, extra real time coaching, observing in another classroom, culture clas, observing and providing feedback in

Interventions During the First 6 Weeks

Because we MUST win the Week 6 vision, we will put several interventions in place for teachers and scholars that need and want additional practice to WIN. You will be placed in interventions based on assessments/observations during training and based on the culture walkthrough data that we collect in your classroom each week. Being in an intervention is not a bad/punitive thing; it's all about growth and getting to the Week 6 vision.

Culture Club Sessions

- Culture Club Sessions meeting times are every Wednesday from 4:15 5:15 pm
 - Culture Club Sessions will meet after school during Weeks 0-6
- Teachers will know the Thursday before if you will be in Culture Club Sessions the following week.
 - Teachers bring lesson plans for the following day to Culture Club Sessions
- Sample agenda of Culture Club Sessions:
- 5 minutes Framing, Review Criteria for Success, Model 0
- 35 minutes Practice (either advanced drills or rehearsal) + Lots of Feedback 0 0
 - 5 minutes Personal Reflection

Video Protocol

- The goal is for teachers to see themselves in action and develop self-reflection tools to identify the problems and come up with solutions for how to make it better.
 - Strong teachers may be video'ed to help support other teachers in exemplar moves
- Video Protocols will be assigned by Thursday each week and will happen on your own time. Your coach will set a clear deadline for when the video is due
 - Video 15-20 minutes of your lesson 0
 - 0
- Complete minute reflection before your next coach meeting and bring the video

Classroom Observations

- Teachers have an opportunity to see their teammates shining who have been able to succeed with the Week 6 vision earlier. This allows for teachers to see best practices and establish styles that work the best for them
 - Classroom observations are assigned by Thursday each week. Reflection will happen during your prep time or afterschool.
 - Sample Classroom Observation Assignment:
- Coach informs you of who you are observing and when; coach also walks you through the specific things that you are looking for using a criteria for success
 - You observe solo or with your coach using the criteria for success 0 0
- Coachee completes reflection before your next coaching meeting

Teachers Implement Scholar Interventions

- In very rare occasions, the teacher(s) in the classroom will be on track in terms of teacher skill/taxonomy, but there are a subset of scholars in the classroom that are making it difficult to hit the Week 6 vision.
- If culture data shows that teacher is on track to hit the goal, the coach will support the teacher to put scholar interventions in place
- The Scholar Intervention is meant as a time to build relationships with scholars as well as set clear bar for what is expected in your classroom
- Scholar Interventions happen during specials time and are only led by high performing teachers or the APs
- Sample Agenda for Scholar Intervention
- Teacher drops off scholars at specials; bring scholar(s) that are in Scholar Intervention back to the classroom 0
 - Scholars sit at their desk in Polar Posture 0
- Using strong voice, teacher clearly states why they are in the classroom and not in specials 0
- Scholars take 5-10 minute time out; during this time teacher circulates and has 1:1 private conversations about expectations in the classroom
- After timeout, teacher leads "practice session." Teacher teaches lesson and gives specific feedback to scholars on the student habits that they are working on. 0
- The last 5-10 minutes are reserved for an independent scholar reflection sheet which is turned into the teacher.

Leadership Action Planning Meeting Agenda:

Review Progress (2 minutes)	How many of our teachers are hitting the output goals? How does that compare to last week? Are there any action steps we didn't execute from last week?
Assess Effectiveness of Past Week (15 minutes)	Review our Effectiveness: (5 minutes) ■ Share bright spots from the week ■ What trends did we identify but not succeed in addressing this past week? Why? ■ Which teachers did we commit to moving but we did not move? Why? ■ Is there anything we need to spend time re-norming?
	Develop our Skill: (18 minutes). ■ What is the action step we can implement to improve either our real-time coaching, de-briefs and/or interventions? ■ What are you finding challenging in either coaching or leading interventions?
Analyze & Respond to Data (10 minutes)	Whole School (2 minutes) ● What trends do you see/gaps across your grade level? Across the school? ● What should the aim(s) for PD be this week?
	 Individual Teachers (8 minutes) High performers - what have we learned from them? Determine interventions needed for struggling teachers Identify teachers for video protocol the following week Determine action step for grade team practice; hone with grade chair during weekly liaison/chair meeting

Attachment E



INSIGHT HUMANITIES

Grade 2

The Great Encounter: Eastern Woodlands
Indians & Early Colonies

Unit Overview

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Purpose: Why Study the Eastern Woodlands Indians & Early Colonies?

As a modern-day cultural melting pot, the United States is often described as "a nation of immigrants." While this is an important part of our history, it is only one part of the cultural heritage of the United States—and it is only true for immigrants who arrived of their own free will, beginning in the 17th century. Before European colonization, the present-day United States was home to incredibly diverse indigenous communities. In this study, you will introduce your students to the rich history and heritage of these indigenous Americans. The National Standards for History call for elementary students to explore "how communities in North America varied long ago," and to "understand the history of indigenous peoples who first lived in his or her state or region." This unit, The Island at the Center of the World, is an opportunity for your students to investigate these concepts while engaging in immersive project-based learning and building key literacy skills.

This unit organizes a study around the Eastern Woodlands Indians, focusing on the Haudenosaunee, or Iroquois, and the Algonquian people. Students are transported back in time to imagine what the Eastern Woodlands of the northeast looked like centuries ago as they learn about the ingenious ways indigenous people used the Eastern Woodlands to survive and thrive. As you guide students through this unit, students will learn more about the daily lives and culture of indigenous people and the sophisticated societies they built. This approach prepares your students to study the arrival of Europeans through the indigenous American perspective toward the end of the unit, an oft-neglected point of view from the American cultures that thrived for centuries before colonization and conquest drove them from their ancestral homelands.



Image depicting an Algonquian village, taken from Legends of America.

This unit is also designed to combat some common misconceptions and stereotypes about indigenous Americans that often emerge in classrooms during a study of this history. By highlighting the innovations and achievements of the Eastern Woodlands people, you can reverse the misperception that indigenous people were "savage" or unsophisticated. Students will also compare and contrast life in an Iroquois village with life in an Algonquian one, helping to illustrate the diversity within indigenous communities and to address the misconception that all indigenous people are "the same." The unit ends with students learning about American Indian life today, as well as some of the history of aenocide and forced assimilation between the time period in

this unit and the present. Ending the study in this way helps students recognize the place of American Indians in modern life and preempt the misconception that indigenous communities only lived long ago.

You will use highly-engaging, culturally relevant whole-class Read Aloud books to introduce or reinforce key information first, about the Iroquois and Algonquian people, and later, about their interactions with early colonists. Students will deepen their knowledge through their own research during Independent Reading. This unit gives students the opportunity to convey their understanding of this topic by writing expert books; they will investigate subtopics in their nonfiction reading clubs and then share what they learn through their writing. Students will also present their knowledge through project work—including building their own model of life in the Eastern Woodlands!



Lavinia Partners Note:

Our Grade 2 curriculum shifts students' focus of historical inquiry. In K-1, students investigated different families, neighborhoods, and communities, and in second grade, they will now study the diverse people who have contributed to the cultural heritage of the United States. Across all of their social studies units this year, your second graders will grapple with a unifying Essential Question: What is a "culture"? How have different people and cultures shaped our communities?

This unit introduces your year-long investigation of the people, events, problems, and ideas that have shaped our cultural heritage by introducing the very first Americans and the Europeans who displaced them. Lavinia Partners who use our Insight curriculum in Grade 1 can connect this study back to students' previous studies of communities long ago, including their past unit on American Indian communities across the Americas.

Following this unit, your students will continue their studies of culture and diversity in two more Insight Humanities integrated units—Immigration in the East and West and The Harlem Renaissance. By the end of this sequence, your second graders will be able to explain the diverse tapestry of indigenous America, European and Asian immigrants, and African American communities. This knowledge provides an essential foundation from which to expand the scope of their historical study to topics about broader United States history as third graders.



A Note on Unit Language:

Throughout this unit, terms such as "Native American," "American Indian" (or simply "Indian"), and "Native people(s)" are used interchangeably to collectively describe the diverse indigenous communities of North America, including in the Read Aloud and independent reading literature provided. Understanding names and the language used to describe identity is always important, but particularly so in this unit given the long history of erasing indigenous Americans and their history. According to many tribal organizations and the National Museum of the American Indian, these terms are all accurate ways to describe indigenous communities. In recent literature and academic discourse, the term "Native American," which has been used widely in the United States, is now often replaced with "American Indian" or "indigenous American," both of which are increasingly preferred by indigenous people and communities. We most often use these latter terms in this unit.

We believe that "indigenous American(s)," in particular, conveys an important sense of origin and place often lost in our classrooms, and we use this most often throughout this unit when not quoting or referencing an original source with different terminology. However, whenever possible, we refer to specific indigenous American communities by their tribal name directly—the Iroquois, Algonquin, Lenape, Mohawk, Mahican, and so on. In doing so, we maintain the unique cultural identity of the incredibly diverse indigenous people of the Americas, just as we do when we refer more accurately to distinct communities of European origin as Dutch, British, and French. This practice also ensures that we do not reinforce the problematic misconception in our work with students that all indigenous people are the same.

We strongly suggest that you implement this same practice in your classroom, directly naming the indigenous communities studied whenever possible. Our lessons serve as a guide to help you do this, and we encourage you to keep this in mind as you study this unit and prepare for instruction.

Goals: Essential Knowledge and Habits

Throughout this unit, students will not only develop a deep understanding of the Eastern Woodlands Indians and colonialism, but they will become stronger readers and writers. Below are the key goals for this unit:

Social Studies: Students will develop an understanding of the customs and daily life experiences of the Eastern Woodlands Indians. They will also understand the way European colonization changed life for indigenous American people over time.

Reading: Students will apply nonfiction reading strategies to build deep content knowledge about the Eastern Woodland Indians. In this way, content will strengthen reading work, and reading work will drive mastery of content.

Writing: Students will craft expert books with a lens toward angling their writing to show an important idea about the Eastern Woodlands Indians. They will learn and apply nonfiction writing strategies to effectively organize and continuously revise their writing to teach others about a topic.

Standards-Based Historical Content Knowledge

This unit develops student understanding of the standards-based key ideas listed below. While these are based on the National Standards for History listed in Appendix A, they are also foundational understandings that will prepare your students for historical studies of diverse communities in the rest of second grade and beyond. This unit focuses on inspiring curiosity about different cultures and people who make up the diverse communities of the United States. Returning often to the following key ideas and essential questions as well as understanding how each lesson introduces or deepens student understanding of these ideas will help you keep instruction focused on the most important standards in this unit.

- What is the Eastern Woodlands? How did the Eastern Woodlands Indians use their environment? The Eastern Woodlands are rich, deciduous forests in North America. The Eastern Woodlands Indians depended on this environment around them and innovatively used their natural resources to survive.
- What was the culture and daily life like for Eastern Woodlands Indian men, women, and children? The Eastern Woodlands Indians lived in diverse, complex societies with distinct roles and responsibilities for men, women, and children. Customs and daily life differed for two major Eastern Woodlands Indian groups, the Iroquois and the Algonquin.
- How did Europeans change life in the Eastern Woodlands? How did the Eastern Woodlands Indians respond? The arrival of Europeans changed indigenous American life; sometimes, the two groups engaged in trade and cooperation, and sometimes they fought over land. Eastern Woodlands Indian communities were displaced over time, but they worked to preserve their heritage for future generations. They continue to fight for their rights today.

Core Vocabulary

These words were chosen from the anchor Read Aloud texts used throughout this unit. This list is not exhaustive of the domain-specific language built into this unit, but instead is intended to help you prioritize the most important vocabulary to support student understanding. As students learn each word, help them master this language by modeling continuous application in class discussion, creating a classroom word wall, and highlighting when they independently use this vocabulary orally and in their work.

Algonquian	Moccasins	Clan	Dutch (Netherlands)
Iroquois	Farming	Five Nations	British (Britain)
Lenape	Great Spirit	Folktale	French (France)
Bow	Wigwam	Three Sisters	Colony
Canoe	Longhouse	Hide	Reservation

Standards-Based Transferable Reading and Writing Teaching Points

The Reading and Writing teaching points below are intended to help your students develop as readers and writers while deepening their understanding of the content in this unit.

You may use this <u>criteria list</u> to assess whether students have not yet attempted, are emerging, or are independent with the reading work in this unit.

Reading Teaching Points

- Nonfiction readers remember all that they already know about reading nonfiction. They
 preview the text using the title, table of contents, and section headings to understand the
 categories of information, or topics, they will learn about.
- Often, nonfiction books don't have headings or subheadings. When this happens, readers stop and think on each page by asking, "What is the big idea in this part?" and "If there were a heading for this part, what would it be called?"
- Nonfiction readers pause before each new section and preview what they will read by
 using the heading and any photographs to anticipate what they will learn. Then, as they
 read, they collect important facts and details about their topic.
- Nonfiction readers think about how new facts and details connect to what they have already read. They stop and ask themselves, "How can I connect the information I'm learning about my topic here to the ideas I developed in previous sections?"
- Nonfiction readers think about the idea that the author is sharing in the heading by asking, "Why did the author choose this heading? How does this heading connect to the main idea of the chapter?"
- Nonfiction readers think about the important ideas the author is trying to teach them by stopping after each new section and asking themselves, "Why did the author include this information?"
- Nonfiction readers form clubs around their chosen topics. They begin their club work by creating a club name and setting rules that will help the club to be successful.

- Nonfiction readers talk with their clubs by first discussing all the information they've already learned about their topic and then asking some questions about information they would still like to learn.
- Nonfiction readers become experts on their topics by comparing and contrasting ideas
 within their clubs. They learn about the same topic from different authors and texts, and then
 they discuss these ideas, pushing each other to wonder, question, agree, and disagree.
- Nonfiction readers reflect on their learning by asking their club members, "What big ideas are we taking with us from this unit?" Then they support their thinking with what they have learned.



Lavinia Partners Note:

You can also use informational texts during the Close Reading for Meaning and Guided Reading portions of your day to help students master these habits. Consider reinforcing transferable takeaways that students have not yet mastered during the Insight block, or challenge students to deepen their understanding by asking them to explain how these same takeaways can help them navigate new informational texts on unfamiliar topics during the Close Reading for Meaning block.

Writing Teaching Points

Use the <u>criteria list</u> to assess whether students have not yet attempted, are emerging, or are independent with the writing work in this unit.

Part 1: Zooming in on ONE subtopic and creating an expert book around that subtopic with heavy "writing club" discussion.

- Nonfiction authors begin planning for their writing by studying mentor informational texts.
 They look closely at the text and ask, "What is this author doing? How is he doing it?"
- Nonfiction authors create a plan for their writing by discussing their subtopic with their writing club. They discuss how they will organize their expert books and what key parts they will include.
- Nonfiction authors work hard on their expert books by rereading what they've already written and then challenging themselves to give even MORE information. They read what they have written and ask, "What else can I say about this fact?"
- Nonfiction authors make sure their readers can understand the information in their books by giving examples.
- Nonfiction authors hook their readers by writing introductions for their expert books. They can ask a question, speak to the audience, and use keywords to do this.
- Nonfiction authors share the chapters of their expert books with their writing clubs. Writing club members help each other by listening and "fixing-up" sticky parts. They do this by asking the author questions that other readers may have (who, what, where, why, how).

Part 2: Revising and Writing Club Celebration

- Nonfiction authors make their expert books ready for their readers by revising the chapter titles, adding a cover page, and inserting a glossary for keywords.
- Nonfiction authors celebrate their expert books by presenting these at a Book Release Party.

Student Outcomes: Key Artifacts of Learning

Setting Your Vision for Student Writing and Project Work

Throughout this unit, students will write informational expert books through which they will show their deep understanding of subtopics relating to Eastern Woodland Indians. Through writing and revising their expert books, they will also learn to organize facts and ideas about a nonfiction topic to clearly convey what they most want their audience to understand.

In addition to their informational writing, students will engage in several projects over the course of the unit.



Life in the Eastern Woodlands Torn Paper Collage Students have learned all about the Eastern Woodlands, including its plant and animal life, and the way that the Eastern Woodlands Indians used this environment. They will apply this knowledge to create a paper collage representing a deciduous forest during one of the four seasons. Through this collage, students will also demonstrate their understanding of how American Indians used available natural resources to survive. Students will create these collages by tearing mixed paper into different shapes and sizes and then layering the pieces together to create beautiful, vibrant effects that capture the authentic textures of life in the forest.



"A Day in Village Life" Diary Entry Students will use their understanding of the customs and social roles of men, women, and children to write a diary entry as if they were living in an Iroquois longhouse or an Algonquian wigwam. Students will describe the things they do and their important and specialized role in the village community.



Iroquois or Algonquian Village Models Students will create models of life in an Iroquois or Algonquian village, bringing their descriptive diary entries to life. This model will represent the unique structure of each community, centered around either a longhouse or a wigwam, as well as representations of the surrounding environment and clay models of villagers engaging in important aspects of daily village life. Students will use their knowledge of the distinct lives of the Iroquois and Algonquian people to ensure their models are authentic to each community. For example, they might show farming in an Iroquois village but hunting and gathering outside an Algonquian one.



"The Great Encounter" Message to the Iroquois League In the culminating project of this unit, students will imagine they are members of Hiawatha's Iroquois League who have just "discovered" Europeans in the Eastern Woodlands. Writing from the indigenous point of view, they will describe these new people and their "Great Encounter," and they will send advice about these new relationships back to the Great Council using what they have learned about the early arrival of Europeans and their relationships with the Eastern Woodlands Indians.

Celebrate the powerful work students have done over the course of the unit through a culminating event, such as a museum showcasing student work. Display students' projects around the classroom in a meaningful way, and invite family members and students from across the school to view the beautiful artwork students have created and listen as students share ideas about key learnings from this unit.

Building Your Content Knowledge

The first step in preparing to guide students through an inquiry-driven unit of study is feeling confident in your own content knowledge as the adult! Not only does this lead to stronger student mastery and work product, but deep content knowledge will also help you to clearly address historical misconceptions during instruction.

Studying the resources below will help you to develop your knowledge about topics that may be unfamiliar to you, and build your passion for the content covered in this unit.

- Visit the American Museum of Natural History's <u>Hall of Eastern Woodlands Indians</u> exhibit digitally. There are additional resources for educators available on this site.
- Read the <u>Haudenosaunee Guide for Educators</u> and <u>Mannahatta to Manhattan</u>: <u>Native Americans of Lower Manhattan</u>, both taken from the Smithsonian National Museum of the American Indian.
- Browse the <u>Nanticoke and Lenape Confederation Learning Center and Museum</u> for additional information of the Lenape people who lived in present-day New York City.
- Review the Gilder Lehrman: The Americas to 1620 timeline and accompanying essay.
- Read <u>The Story of New Amsterdam</u> from the New Amsterdam History Center and <u>Dutch</u> New Amsterdam from the National Museum of American History.

If you are interested in continuing your study of native people and other topics in American history, consider investing in the additional resources shared below.

- <u>Teaching What Really Happened</u> by James Lowen. For this unit, read "The \$24 Myth" section in Chapter 7.
- <u>An Indigenous Peoples' History of the United States</u> by Roxanne Dunbar-Ortiz. Additionally, there is a young readers edition, <u>An Indigenous Peoples' History of the United States for Young People</u>, written for middle grades that could inspire Read Aloud selections for this unit.



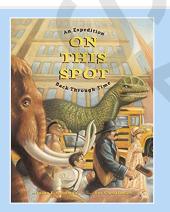
Image from The New Amsterdam History Center

Book Lists: Getting to Know Your Literature

Great literature is central to the historical learning in this unit. Each lesson includes a Read Aloud text that is aligned to the content-based inquiry question. These texts not only build knowledge, but they also provide an authentic opportunity to model and reinforce the reading skills and habits taught in this unit.

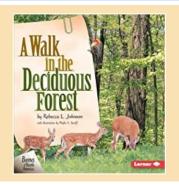
A book list with ordering details and other important logistical information is provided in Appendix B. We strongly recommend that you order at least one of each of the titles listed under Anchor Texts below, as these titles are used as models in at least one lesson in this unit. Additionally, we suggest you order 2-5 copies of each content-focused Independent Reading book for your classroom and distribute the books in bins that will be easily accessible to students throughout this unit.

Anchor Texts: Read Aloud Books



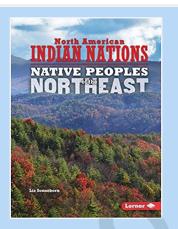
On This Spot: An Expedition Back Through Time by Susan E. Goodman

This book takes readers on a journey back through time, inviting them to envision "this spot" in New York City throughout history. Readers will see historical and geological change from 540 million years ago through today, and they will turn past cobblestones and carriages to see what the land looked like 400 years ago when Lenape Indians called New York home.



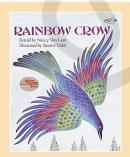
A Walk in the Deciduous Forest by Rebecca L. Johnson

North America is made up of many different biomes, and the Eastern region is particularly known for its deciduous forests. This book takes readers on a walk through four seasons in a deciduous forest, highlighting the plant and animal life in each season and how it changes.



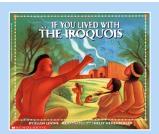
North American Indian Nations: Native Peoples of the Northeast by Liz Sonneborn

The history of North America extends far beyond the history of the United States. This book explores the more than thirty indigenous American groups that lived in the Northeast, including their languages, political systems, and cultures. Readers will see the similarities and differences between the unique nations that called the Eastern Woodlands home, and study how their ways of life "depended on the climate, landscape, and natural resources" where they lived.



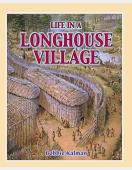
Rainbow Crow by Nancy Van Laan

This Lenape legend tells the story of how Rainbow Crow brought the gift of fire to the other woodland animals, but lost his voice and colors in the process.



If You Lived with the Iroquois by Ellen Levine

Told in a question and answer format, this book explores the world of the Iroquois, describing the traditions, beliefs, and day-to-day life of this group of Eastern Woodlands people.



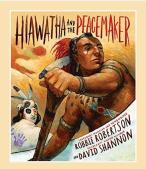
Life in a Longhouse Village by Bobbie Kalman

The Iroquois, or Haudenosaunee, people were a prominent nation of Eastern Woodlands Indians who lived in what is now present-day New York. This book guides students through an exploration of the longhouse villages, daily life, and community structures of these people.



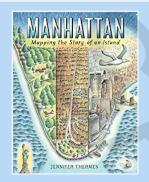
Algonquin by Richard Gaines

This easy-reference series introduces young readers to the first people who made North America their homeland. This book describes the culture of the Algonquin, and includes subtopics like society, homes, food, clothing, crafts, family, children, myths, and the lifestyle and culture of modern Algonquin people.



Hiawatha and the Peacemaker by Robbie Robertson

This book tells the story of Hiawatha, a Mohawk chosen to translate a message of unity from his spiritual guide, the Peacemaker. Recorded from Iroquois oral tradition, Hiawatha's story is one of uniting the warring Iroquois nations during the fourteenth century and establishing a government that would later inspire modern democracy.



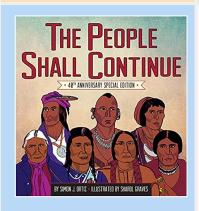
Manhattan: Mapping the Story of an Island by Jennifer Thermes

Using a variety of maps and text features, this book takes readers on Manhattan's journey of transformation over the last 400 years, including the humans, history, and natural events that have "shaped this tiny sliver of land." Thermes uses illustrations to tell the island's many stories throughout history.



Encounter by Jane Yolen

Many know that Christopher Columbus landed on the island of San Salvador in 1492, where he encountered the Taino Indians. Yolen tells this story from the perspective of a young Taino boy. The young boy urges his people not to welcome these strangers, wary of their interest in gold. After the young boy grows old, he reflects on "the destruction of his people and their culture by the colonizers."



The People Shall Continue by Simon J. Ortiz

Mimicking the rhythms of oral storytelling, this book outlines the history of indigenous Americans from creation to European colonization of North America. These indigenous Americans, or "The People," retell the story of how the colonizers did not respect their land, and instead chose to destroy it and enslave the people living there. Though the People surrendered to the Europeans and life changed dramatically, their story continued as they strove to preserve their lifestyle, traditions, and identities.

Content-focused Independent Reading Books

In addition to the Read Aloud texts used to teach content throughout the unit, students will apply the reading skills and habits explicitly taught in this unit to learn more about the Eastern Woodlands Indians and colonialism as they read the titles below.

- <u>Native Americans: The First Peoples of New York</u> by Kate Schimel (Level N)
- My Life in An Algonquian Village by Lynda Arnex (Level L)
- Follow The Stars: A Native American Woodlands Tale by Kristina Rodanas (Level M)
- Algonquin by Sarah Tieck (650L)
- Longhouses by Karen Bush Gibson (Level O)
- Iroquois by Richard Gaines (Level P)
- Eastern Woodland Indians by Mir Ansary (760L)
- The Iroquois by Emily Dolbear (850L)
- Thirteen Moons on Turtle's Back by Joseph Bruchac (Level P)
- Iroquois (Haudenosaunee) by Wendell Rhodes (Level P)
- Nations of the Northeast Coast by Molly Aloian (Level P)
- New York's Land and Natural Resources by Daniel R. Faust (Level P)
- The Middle Colonies: Breadbasket of the New World by Kelly Rodgers (Level M)
- Celebrating New York by Marion Dane Bauer (770L)
- New York: The Dutch Colony of New Netherland by Kate Schimel (Level N)
- Eagle Song by Joseph Bruchac (680L)
- <u>Iroquois (Native Americans)</u> by Sarah Tieck (600L)
- Mohawk (Native Americans) by Katie Lajiness (720L)
- Wampanoag (Native Americans) by Katie Lajiness (720L)
- People of the Breaking Day by Marcia Sewall
- The Life of Joseph Brant by Ryan Nagelhout (Level P)
- Squanto: Native American Translator and Guide by Hannah Isbell (Level P)
- <u>Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times</u> by Kate Waters (680L)
- Giving Thanks: A Native American Good Morning Message by Chief Jake Swamp (520L)
- The Hunting of the Great Bear: A Native American Folktale by Ann Malaspina (580L)
- Mohawk History and Culture by Helen Dwyer (Level O)
- The Mohawk People by Ryan Nagelhout (Level N)
- Native American Ceremonies and Celebrations: From Potlatches to Powwows by Kate Mikoley (Level O)
- Native American Clothing: From Moccasins to Mukluks by Arthur K. Britton (Level N)
- Native American Food: From Salmon to Succotash by Melissa Raae Shofner (Level N)
- Native American Governments: From Tribal Councils to Constitutions by Sarah Machajewski (Level O)
- Native American Homes: From Longhouses to Wigwams by P. V. Knight (Level N)
- Between Earth & Sky: Legends of Native American Sacred Places by Joseph Bruchac (750L)
- Sky Dancers by Connie Anne Kirk (720L)
- Small Wolf by Nathaniel Benchley (530L)
- Go Show the World: A Celebration of Indigenous Heroes by Wab Kinew
- Longhouses by Jack Manning (610L)
- <u>Traditional Stories of the Northeast Nations</u> by Anita Yasuda (790L)
- Native Peoples of the Northeast by Barbara M. Linde (Level M)
- Chippewa (the Ojibwe) by Tamryn Orr
- The Girl Who Helped Thunder and Other Native American Folktales by James Bruchac (820L)
- Native Nations of the Northeast by Barbara Krasner (840L)
- Iroquois and Their History by Genevieve St. Lawrence (850L)
- The Iroquois: Past and Present by Danielle Smith-Llera (870L)

New York Field Trips and Programming

Field trips offer an invaluable experience for students to see and touch history and to be immersed in a topic of study. In this unit, we recommend that you plan three field trips using the guidance provided. This guidance includes suggestions for instruction before, during, and after each recommended trip to help you make the most out of these out-of-school learning experiences.

To help create strong connections between these field trips and the rest of your in-class studies, we also suggest the best time within the unit to schedule each trip in the unit pacing calendar.

Field Trip #1 Options

Local Park Visit

The Urban Park Rangers Natural Classroom program Native Americans: Pathways to the Past offers 90-minute guided tours of several city parks, including Inwood Park, Central Park, Prospect Park, and Van Cortlandt Park. As described by their site: "New York wasn't always the bustling metropolis it is now, but it did support thriving communities in the past. Native Americans, like the Lenape, inhabited Manhattan Island and were very adept at living off the land. Students discover their history and the relationships they forged with their natural environment."

Museum of the City of New York Visit

The Museum of the City of New York provides History Labs, "75-minute programs that provide content-rich, hands-on experiences in the Museum's classroom spaces that are specially designed for elementary school students," including Mannahatta: The Lenape and the Land. As described by its site: "Explore the relationship between the Lenape and their surrounding landscape using maps, images, and objects from the Wildlife Conservation Society's Welikia Project."

New York Historical Society Guest Program

The New York Historical Society's Social Studies Enrichment outreach program offers a <u>Second Grade Session 6: Mannahatta</u>. As described by its site, through Second Grade programming students: "[learn] how to decode the past using artifacts, images, and maps, [and] will use those skills to examine how geography shaped the development of New York City." This outreach program brings a Society educator to your school for flexible 60-minute sessions in each participating classroom.

Field Trip #2

American Museum of Natural History Visit

The American Museum of Natural History's Hall of Eastern Woodlands Indians offers a robust exhibit of cultural artifacts from Eastern Woodlands societies both pre- and post-European contact. Schedule a day to visit as a self-guided tour, organizing students in groups to take notes on what they observe. We recommend that at least one teacher or staff member visits this exhibit before you arrive with students to get a sense of what is most important for students to see and to help frame the visit's purpose.

Field Trip #3 Options

South Street Seaport Museum School Walking Tour

The South Street Seaport Museum's 90-minute New Amsterdam Walking Tour, as described on its site, allows students to: "Take a walk back in time to the colonial outpost that became New York City. Walking the streets of Lower Manhattan, students discover traces of Dutch colonial life in our modern city through images, documents, artifacts, archaeologic finds, and the street plan itself." This tour includes the experience of enslaved Africans in New Amsterdam and early New York.

African Burial Ground Ranger-led Tour

Lower Manhattan's <u>African Burial Ground</u>, "speaks on the history and significance of the site from its establishment to the opening of the new visitor center." Ranger-led tours should be scheduled at least two weeks in advance, and they include a 20-minute film and a guided tour of the exhibits on the grounds.

Eastern Woodlands Indians & Early Colonies: Unit-at-a-Glance

Structure of the Unit

This unit is organized into three core structures for learning: content-focused lessons that include reading mini-lessons, writing-focused lessons, and project-focused lessons. The below Unit Pacing Guide outlines how the key social studies, reading, and writing work is organized across the unit. We also suggest possible field trip ideas and pacing below.

		Unit Pacing Guide		
Part 1: What are the Eastern Woodlands? How did the Eastern Woodlands Indians use their environment?				
Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Content Focus: Our community looked different long, long ago, and the Eastern Woodlands Indians were some of the first "Americans" to live here. Reading Focus: Nonfiction readers remember all that they already know about reading nonfiction. They preview the text using the title, table of contents, and section headings to understand the categories of information, or topics, they will learn about. Writing Focus: Nonfiction authors begin planning for their writing by studying mentor informational texts. They look closely at the text and ask, "What is this author doing? How is he doing it?"	Field Trip #1: Visit a local park or museum to understand what New York looked like when the Eastern Woodlands Indians lived here and how they used this environment.	Content Focus: The Eastern Woodlands are mainly deciduous forests. This means that plant and animal life changes during each season. Reading Focus: Often, nonfiction books don't have headings or subheadings. When this happens, readers stop and think on each page by asking, "What is the big idea in this part?" and "If there were a heading for this part, what would it be called?" Writing Focus: Nonfiction authors create a plan for their writing by discussing their subtopic with their writing club. They discuss how they will organize their expert books and what key parts they will include.	Content Focus: The Eastern Woodlands Indians relied on their environment to meet their needs, including food, shelter, and clothing. Reading Focus: Nonfiction readers pause before each new section and preview what they will read by using the heading and any photographs to anticipate what they will learn. Then, as they read, they collect important facts and details about their topic. Project Focus: Plan and create a torn paper collage representing one of the four seasons in the Eastern Woodlands and showing how the Eastern Woodlands Indians used these resources to meet their needs.	Project Focus: Revise and finish a torn paper collage representing one of the four seasons in the Eastern Woodlands and showing how the Eastern Woodlands Indians used these resources to meet their needs.
doing it?				
	s the culture and daily l	ife like for Eastern Woodl	ands Indian men, wome	en, and children?
	s the culture and daily l	ife like for Eastern Woodle Wednesday	ands Indian men, wome	en, and children? Friday
Part 2: What wa	· · · · · · · · · · · · · · · · · · ·			

readers can understand the information in their books by giving examples.

expert books. They can ask a question, speak to the audience, and use keywords to do this

entry from the perspective of an Iroquois or Algonquian man, woman, or child that shows what daily life was like for this person.

Part 2: What was the culture and daily life like for Eastern Woodlands Indian men, women, and children?

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Content Focus: Hiawatha united the Iroquois tribes together into the Iroquois Confederacy. Hiawatha and the Confederacy believed in the Great Law of Peace.	Field Trip #2: Visit the Hall of the Eastern Woodlands Indians at the Museum of Natural History to better understand their housing, food, transportation, and clothing.	Content Focus: Though they shared many customs and beliefs, Iroquois and Algonquian villages looked different, and daily life included different activities.	Content Focus: Though they shared many customs and beliefs, Iroquois and Algonquian villages looked different, and daily life included different activities.	Content Focus: Though they shared many customs and beliefs, Iroquois and Algonquian villages looked different and daily life included different activities.
Reading Focus: Nonfiction readers form clubs around their chosen topics. They begin their club work by creating a club name and setting rules that will help the club to be successful.		Project Focus: Plan and create a model that represents daily life in an Iroquois or Algonquian village, using the diary entry as a place to start.	Project Focus: Continue to build a model that represents daily life in an Iroquois or Algonquian village, adding a shelter and other physical features.	Project Focus: Complete a model that represents daily life in an Iroquois or Algonquian village by creating clay figures and other objects to show all of the activities in the village.
Writing Focus: Nonfiction authors share the chapters of their expert books with their writing clubs. Writing club members help each other by listening and "fixing-up" sticky parts. They do this by asking the author questions that other readers may have (who, what, where, why, how).				

Part 3: How did Europeans change life in the Eastern Woodlands? How did the Eastern Woodlands Indians respond?

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Content Focus: The Dutch, French, and British came to the Eastern Woodlands as colonists. At first, they cooperated with the Eastern Woodlands Indians to trade, but later they caused conflicts. Reading Focus: Nonfiction readers talk with their clubs by first discussing all the information they've already learned about their topic and then asking some questions about information they would still like to learn.	Field Trip #3: Take a local tour to understand life in New Amsterdam and early colonies, and how life for people living then was different than life today.	Content Focus: American Indians and Europeans did not know anything about one another when they first met. They had to decide how to act toward one another with very little information. Reading Focus: Nonfiction readers become experts on their topics by comparing and contrasting ideas within their clubs. They learn about the same topic from different authors and texts, and then they discuss these ideas, pushing each other to wonder, question, agree, and disagree.	Project Focus: Revise and publish a message to the Great Council. Create a picture that shows the events of your meeting from your point of view to help the Council understand the ideas in your message.	Content Focus: Colonization pushed the Eastern Woodlands Indians away from their lands, but these communities were able to survive, and they continue to fight for their rights and the rights of others today. Reading Focus: Nonfiction readers reflect on their learning by asking their club members, "What big ideas are we taking with us from this unit?" Then they support their thinking with what they have learned.
Writing Focus: Nonfiction authors make their expert books ready for their readers by revising the chapter titles, adding a cover page, and inserting a glossary for keywords.		Project Focus: Imagine you are an Eastern Woodlands Indian meeting the Europeans for the very first time. Write a message to the Great Council that describes your "discovery" and explains what you think the Iroquois League should do now.		Writing Focus: Writers celebrate their expert books by presenting their books at a Book Release Party.

Timing Guidance

Each lesson is designed for a 90-minute humanities block. Below is a suggested pacing sequence for each part of the lesson, but teachers should modify based on the particular lesson and needs of students.

	Social Studies Read Aloud Lessons
15–20 minutes	Read Aloud & Discussion
5 minutes	Reading Mini-lesson
10–15 minutes	Independent Reading
5 minutes	Partnership Work
5 minutes	Discourse

	Writing
10–15 minutes	Mini-lesson (Launch, Model, Try, Link)
15–20 minutes	Independent Writing
5 minutes	Partnership Work
5 minutes	Discourse

	Project Lesson	
10–15 minutes	Model	
20–30 minutes	Create / Revise	
5–10 minutes	Discourse	

Daily Lesson Plans

Lesson 1

Part 1 Question for Inquiry: What are the Eastern Woodlands? How did the Eastern Woodlands Indians use their environment?

Social Studies

Content Focus: Our community looked different long, long ago, and the Eastern Woodlands Indians were some of the first "Americans" to live here.

Reading Focus: Nonfiction readers remember all that they already know about reading nonfiction. They preview the text using the title, table of contents, and section headings to understand the categories of information, or topics, they will learn about.

Materials: On This Spot: An Expedition Back Through Time, North American Indian Nations: Native Peoples of the Northeast, Post-It Notes, Chart paper (optional)

In the first lesson of this unit, you will set the stage for your study of the Eastern Woodlands Indians and the innovative, complex societies these people built hundreds of years before there was a "United States." You will introduce students to one of the fascinating groups of people that they will study in this unit—the Lenape, one of many indigenous groups that made up the Eastern Woodlands Indians community—and spark their curiosity about the people who *first* lived in the Americas. By the end of this lesson, students will understand that our communities looked very different a long time ago, and they will begin formulating questions about the indigenous Americans who lived here and what their lives were like.

Launch

Friends, today we are going to begin learning about some of the very FIRST people who lived right here in our communities long, long ago. Let's take a moment to think about what our city might have looked like long ago. Think about your home and neighborhood, right now. What do you think this place looked like when your parents were your age? What about even before that!?

Call on a few students to share their ideas about what their homes and neighborhoods might have looked like long ago.

We are going to start our new unit today by traveling backward in time in a book, <u>On This Spot</u>. This book will help us imagine what our homes and neighborhoods looked like long ago and learn more about who lived here before us. Let's keep your ideas in mind and see how they compare to what we learn about today.

Read Aloud and Discuss

Preview the reading teaching point that you will introduce today by looking at the title, the front and back covers, and a few of the page headings (e.g. "175 YEARS AGO...") to preview the text.

Read to "...the wild pigs that ran through the street."

What is the author teaching us about in this book? How does this connect back to the title, On This Spot?

Read to "...eventually became a street named Broadway. AND ON THIS SPOT..."

What are we learning about the people who lived here long ago? Who were the very first people? What did New York look like when these people, the Lenape, lived here?

Read to "...hundreds of feet in the air, just like water in a giant fountain."

What have we learned about "this spot" so far? How was New York different millions of years ago than it is today? Why does the author repeat "And on this spot..." on each page?

Read to "Wind and water crumble others, one rock at a time."

Hmm... I'm noticing that this page is different than the others we have read. It does not have a heading at the top and the author is not repeating "And on this spot..." I think the author is going to make an important point here about what she is trying to teach us. Let's keep this in mind as we read the end of this book.

Read to the end.

What is the author teaching us in this book? What does she want us to think about the way the world changes?

Friends, we are starting to learn more about what our community looked like long, long ago. We are also starting to learn about the people who lived here before we did, like the Dutch and the Lenape. Just like we discussed, the Lenape were the very FIRST people to live in "our spot," New York. But the Lenape were not the only people living here long ago. There were other Eastern Woodlands Indians, too, like the Iroquois and the Algonquin. All of these people lived here long ago, when the world looked very different. We are going to continue to learn about these people, the Eastern Woodlands Indians, from our own books today and throughout this unit.

<u>Model</u>: Readers, you already know a lot about reading nonfiction! Today, I want to teach you that whenever you read nonfiction texts, you can preview the text using the title, table of contents, and section headings to understand the categories of information, or topics, you will learn about.

Let's look back at our Read Aloud book. The title is <u>On This Spot: An Expedition Back</u> <u>Through Time</u>. An expedition is a journey, so this title tells me we are going on a journey back through time! There is no table of contents, which sometimes happens when you are reading nonfiction. Let's look at the headings... "175 YEARS AGO," "350 YEARS AGO," "15,000 YEARS AGO." Just based on the title and these headings, I think this book is about how the same place has changed over time. I'd expect to learn about the history of this place and what it looked like at different times.

Reading Mini-lesson

Did you see how I previewed the text using the title and section headings? This helped me understand the different topics I expect to learn about in this book.

<u>Iry:</u> Readers, now it's your turn to try this! Look at this book. Use the title and section headings to understand the categories of information, or topics, you would learn about. Turn and talk with your partner.

Have North American Indian Nations in your hand. Turn across the pages, show the table of contents and some of the chapter titles and section headings. Then, share out some of the students' responses.

<u>Link</u>: Readers, when you go off to read informational texts today, remember that you can preview the text using the title, table of contents, and section headings to understand the categories of information, or topics, you will learn about.

Independent Reading

Just like we did today, whenever you read nonfiction you can preview the text to help you understand more about the categories, or topics, you will learn about. You can do this by looking at the title, skimming the table of contents, and looking for headings to help you get an idea of the different categories you will learn about. As you choose a book to read from your social studies book bins today, take some time to preview the text to help you understand the categories of information you will learn about in your book.

Partnership Work

Friends, you all spent some time learning about the Eastern Woodlands Indians today. You also previewed your books and got some ideas about different categories, or topics, that you will learn more about in this unit. Now, share some of these topics with your partner.

Give partners time to share some of the topics they expect to learn about in their books today and to brainstorm additional questions they have about the different categories of information they previewed in their books.

Then, ask each partnership to choose the one question they most want to answer by the end of this unit and write it on a Post-It note.

Discourse

Friends, today we spent some time previewing different texts to learn more about the kinds of topics we will study in this unit. We did this by previewing our social studies books using the title, table of contents, and headings to help us get an idea about some of the topics we will learn about the Eastern Woodlands Indians. Let's share some of the questions we have about these topics.

Call on partnerships to share the question they chose during partnership work with the class. Group students' questions together by similar categories or topics (e.g., grouping "What did the Eastern Woodlands Indians eat?" under a bigger bucket like "Food and Survival"), and add these questions to a chart or bulletin board in the classroom to reference in future lessons.

Writing

Writing Focus: Nonfiction authors begin planning for their writing by studying mentor informational texts. They look closely at the text and ask, "What is this author doing? How is he doing it?"

Materials: A variety of nonfiction books at each table for writers to look through, 1 piece of chart paper per table

Launch

Authors, today is a special day! Today you will begin your adventure of nonfiction expert book writing. An expert book is written by somebody who is an "expert" on a topic—someone who knows a lot about the topic. In Social Studies, you have been learning about American Indians. During Reading, you have been reading lots of books about the Eastern Woodlands Indians and their life and culture. Starting today in Writing, you will begin planning your American Indian expert book!

The other day, my daughter was writing a speech that she has to deliver because she's running for class president in her school. She wrote her speech. She reread her speech. Then, she had an idea. Do you want to know what she did? She decided to watch an expert speech giver deliver a speech. So I got my computer out, and she watched Barack Obama's 2004 Democratic Speech. As she watched, she noticed how President Obama put himself in the shoes of the voters and told them his story. She also noticed how he made eye contact and spoke in a strong voice. She ran back to her speech and revised it to make it better using what she had seen President Obama do. This made me think about how to support you as you launch your expert book writing. Just like my daughter watched Barack Obama's speech to help make hers better, it would be equally powerful if you looked at lots of nonfiction expert books before you begin writing yours.

	begin planning their writing b	teach you today. I want to teach		
	Writers, I thought we could do this work together. Let's study a nonfiction text. As we study it, let's jot what we notice. We can make a chart together where we jot what the author is doing and how he is doing it. READY? Let's study the book Life in a Longhouse Village. Let's look at some of the pages and ask ourselves, "What is the author doing? How is she doing it?" Study the pages of the book with the students. Stop every few pages to have students turn and talk about what the author is doing and how she is doing it. Have students share, and			
	add their noticings to a char Title of Informational Text	(example below). What is the author doing?	How is he doing it?	
Model/Try	Life in a Longhouse Village	Telling the reader on what page they will read about what	Adding a table of contents	
	Life in a Longhouse Village	Showing us what the people looked like and what their life was like	Adding photographs and detailed pictures on each page, some with labels and captions	
	Life in a Longhouse Village	Making the book easier to read, even with keywords I don't know	Putting keywords in bold and explaining what they mean in the text	
Link	Writers, remember, whenever you are beginning a new type of writing, it is important to get help and advice from mentor texts that can guide you. Study the mentor text closely and ask, "What is this author doing? How is she doing it?"			
Independent				
Writing				
Partnership Work	Today, you have been working with your table members to look across informational texts and to notice what the authors are doing and how. During this time, your writing club will meet with a different writing club in the classroom and share your charts with one another.			
Work	Ask questions. For example, ask each club to show you where the author did that specific move. Have students push each other by asking, "Which of these strategies will you try in your own expert books?"			
Diagona	Writers, today you have learned so much that will make your expert books even more powerful. Tomorrow, when you begin planning and creating your expert books, remember to use the strategies you've learned today to make your books better.			
Discourse		to our classroom chart by sharing books doing that we, too, can t		

Lesson 2

Part 1 Question for Inquiry: What are the Eastern Woodlands? How did the Eastern Woodlands Indians use their environment?

Field Trip #1

Content Focus: Visit a local park or museum to understand what New York looked like when the Eastern Woodlands Indians lived here and how they used this environment.

Trip Description: We recommend that you organize a field trip or guest program at this point in the unit for one of the options below. Use the guidance provided earlier in this unit as you plan your trip.

- Local park visit with the Urban Park Rangers
- Museum of the City of New York
- New York Historical Society Social Studies Enrichment (in-school guest program)

Materials: Research notebook (optional)

Before Your Trip	Share that students will participate in their first field trip of their new unit, and explain that this trip or program will help students learn more about what New York looked like when the Lenape lived here. Let students know that, in just a few days, they will be creating a collage of the natural environment of the Eastern Woodlands, so this is a great opportunity to learn more information that can help them in their project work later. Before this trip, you may want to reread pages 9 and 10 in On This Spot. Ask students to use the text and the illustrations on these two pages to help them describe what the environment looked like 400 years ago and how it was different than New York today. Invite students to hold on to these ideas and look for information that could help support or revise their thinking during the trip or program.
During Your Trip	Remind students of the Question for Inquiry throughout the trip and check in with groups of students about their thinking. We suggest you ask students to bring a research notebook along with them for the trip so they can jot down ideas and questions to discuss later in class. For these options, your trip organizer or facilitator may have materials already! Check with these vendors to decide the best way to have students keep track of what they learn on this trip.
After Your Trip	Before the end of the day, find time to debrief the trip or program as a class. Ask students to share some of the things they learned and whether this can help them answer any of the questions that they generated about the Eastern Woodlands Indians in the previous lesson.

Lesson 3

Part 1 Question for Inquiry: What are the Eastern Woodlands? How did the Eastern Woodlands Indians use their environment?

Social Studies

Content Focus: The Eastern Woodlands are mainly deciduous forests. This means that plant and animal life changes during each season across the year.

Reading Focus: Often, nonfiction books don't have headings or subheadings. When this happens, readers stop and think on each page by asking, "What is the big idea in this part?" and "If there were a heading for this part, what would it be called?"

Materials: A Walk in the Deciduous Forest

This lesson builds on students' knowledge of what "this spot" looked like long, long ago by introducing them to the deciduous forests of the Eastern Woodlands. In this lesson, help students develop some initial ideas to answer the first half of the Part 1 Question for Inquiry, "What are the Eastern Woodlands?"

Launch

Friends, yesterday we began our investigation of the Eastern Woodlands Indians, and we started to learn more about what their world looked like. We learned that this very same "spot" where we live today looked different back then.

Today, we are going to continue this investigation and start to learn more about the environment, or the natural plant and animal life, in the Eastern Woodlands. This new information will help us develop an answer to our big question for this part of the unit, "What are the Eastern Woodlands? How did the Eastern Woodlands Indians use this environment?"

Reinforce the reading teaching point that you introduced in the previous lesson by looking at the title, the front and back covers, and a few of the pages in the Read Aloud book today. As you read, preview the reading teaching point that you will introduce today.

Pause on page 8 and point out the light green area on the map that represents the deciduous forests of the Eastern Woodlands.

I'm noticing that the author is helping me see exactly where deciduous forests grow. This area in green, covered with deciduous forests, is the Eastern Woodlands.

Read Aloud and Discuss

Read to page 10: "Mostly, the forest is silent beneath a soft blanket of snow."

What have we learned about our topic, the Eastern Woodlands, so far? How are deciduous forests like those in the Eastern Woodlands different than other biomes, or land zones?

Read to page 15: "The leaves use sunlight to make food that trees need to grow." What are the Eastern Woodlands like in the spring? What big idea are you developing based on all of these facts about spring?

Read to page 25: "Like furry acrobats, they leap from branch to branch."

What are you noticing about life in the Eastern Woodlands during the summer? What have we learned about animal life during this season?

<u>Teacher's Note</u>: Rather than read all of the text about animals in the summer, which is a particularly long section of this book, you may want to choose strategic excerpts to read aloud and then study the photographs as a class to get ideas about the other animals.

Read to page 35: "But like foxes, bears also eat berries and nuts."

What big ideas about summer in the Eastern Woodlands did we learn from this last section?

Read to page 41.

What are the Eastern Woodlands like in the autumn, or fall, season? How do the plants and animals change as winter gets closer?

Read to the end.

What are the most important ideas that we learned today about the Eastern Woodlands? How do the Eastern Woodlands change throughout the year?

Friends, we are beginning to develop an answer to the first half of our big question this week, "What are the Eastern Woodlands?" Just as you shared in our discussion, we have learned that the Eastern Woodlands are deciduous forests. This means that the Woodlands and the plants and animals living in them change during each season.

<u>Model</u>: Readers, often, nonfiction books don't have headings or subheadings, just like the book we read together today. Today I want to teach you that when this happens, readers stop and think on each page by asking, "What is the big idea in this part?" and "If there were a heading for this part, what would it be called?"

Let's turn back to our Read Aloud book, <u>A Walk in the Deciduous Forest</u>. Watch me try this with this book.

Read page 16 aloud.

Okay, so I'm noticing that this section is all about the changes in the deciduous forest in the summer. But "summer" is not a big idea—it's just a topic! Let's think more deeply about what a good heading for this section might be. What specific ideas about summer do we learn about in this section? As I look at all the facts and information on this page, I'm realizing that it is all about the trees in the summer and the way they look. That is the big idea in this part of the book. If there was a heading here, I think it would be called "Early Summer Trees in the Deciduous Forest."

Reading Mini-lesson

Readers, did you see how I thought about the different facts and information at the end of this page and then asked myself, "What is the big idea in this part?" There was no heading here to help me, so I used this idea to come up with one of my own. This helped me think more deeply about the big idea in this part of the book.

<u>Iry:</u> Readers, now it's your turn to try this. Let's look at another page in our book, since there are no headings or subheadings in this book.

Read pages 36 through 39. Have students turn and talk with their partner to discuss the big idea in this section and what the heading should be called. Share out some ideas for a heading for this section that connects to the big idea.

Link: Readers, today while you are reading, I want you to remember that often, nonfiction books don't have headings or subheadings. When this happens, you can stop and think on each page by asking, "What is the big idea in this part?" and "If there were a heading for this part, what would it be called?"

Friends, many nonfiction texts have headings to give us clues about what we are going b learn about, just like we saw at the top of each page when we read On This Spot. But like we noticed together today, some nonfiction books do not have these headings. You may find that you do not have headings in the book you read on your own today, too. While you read your books today, you can stop after each new page or section and think Independent about the idea you are learning. Ask yourself, "If there were a heading for this part, what Reading would it be called?" to help you find the big idea in the text. Independent Reading is a great time to assess student mastery of the reading work in this unit. Use the reading criteria checklist provided to take note on where students are independent, and where they need more support. Use those notes to determine which students could benefit from small groups or individual coaching. Friends, as you read more about the Eastern Woodlands and the people who lived there today, you took time to think about the big idea on each new page. Now, turn and talk to **Partnership** share some of the information you learned about your topic today with your partner. Work Ask partners to share their big ideas about the Eastern Woodlands or how this environment shaped the Eastern Woodlands Indians' lives from their own books today. After partners discuss, have the class share out about the Eastern Woodlands, and record key ideas on your class chart. **Discourse** As we continue this unit, I'm so curious to learn more about the different ways the Eastern Woodlands Indians might have adapted, or changed, their lives in each season just like the animals we read about today. We are going to learn more about this topic in our next lesson! Writing Writing Focus: Nonfiction authors create a plan for their writing by discussing their subtopic with their writing club. They discuss how they will organize their expert books and what key parts they will include. Materials: A list of possible topics that you will be able to split the students into as clubs, and books within those topics for the students to read.

Writers, today is another big day for us! Today, you will create a plan for how your expert books will go and what they will be about. We have spent some time studying the Eastern Woodlands. Today you will choose a topic within the Eastern Woodlands—or subtopic—that you want to be an expert on. The subtopic you choose should be something that you know a lot about but also something that you are interested to learn more about. Quickly, turn and tell your writing partner which subtopic you want to write your expert book about!

Launch

In this lesson, students will be placed in nonfiction writing clubs based on the subtopics that they select. Your goal is to have four to six kids in each club. As students talk, list subtopics you hear so there is a scaffold for students who do not know which subtopic to choose. You may need to steer students who are undecided on a subtopic to one that hasn't been selected by enough kids. You may also need to redirect any children who select too narrow a subtopic that can be connected to a larger topic (for example, a child who selects "Knives" could be encouraged to think more broadly of "Weapons" or "Hunting and Farming.")

Possible topics for expert books might include:

*Homes *Family Life *Different Nations *Hunting and Farming *Spirits and Beliefs *Clothing and Tools Writers, now that you have selected subtopics of the Eastern Woodlands, these will now become the focus of your books. I want to teach you something that will help you organize your books. Today I want to teach you that it's important to create a plan for your writing. You can do this by discussing your subtopics and thinking about what information you'll include—what chapters will go in your table of contents. Writers, watch me as I think about my subtopic and begin to plan how my expert book will go. Once I have a plan, I can begin writing. My subtopic of Eastern Woodlands is family life. Hmm, what information will I include in this book? Well, I want to talk about the structure of the clan and how it is made up of 15-20 families. Then, I could have a chapter about the women and how they were expected to prepare all the food. Could I talk about farming? No, that's too much and it is not on my subtopic of family. Let's see, I can have a chapter on the jobs of the family members, and the women preparing the food can be in that chapter. Of course, I have to have a chapter on the children and their role in the family. So my table of contents might look like this: Model Woodland Family Life Chapter 1: Clan Structure Chapter 2: Jobs of Family Members Chapter 3: Children Writers, did you see what I just did? I knew my subtopic, but I wasn't ready to write! NO! I had a job to do first. My job was to make sure that I had a plan for my expert book on my subtopic—that I knew what chapters I would have on my subtopic, and how my book would be organized. Now that I have a plan for my book, I can begin writing. Writers, now it's your turn to try it! I want you to think about the subtopic that you chose and tell your partner what your plan for your book is. Turn and talk. Try Share a student's plan, including aspects that don't make sense, so that you have an opportunity to help students revise their plan in front of the class. This will help all students to make sure their own plans make sense. Writers, remember, regardless of what type of writing you are doing, it's always important to make a plan for your writing. Link As you plan today, you may want to ask yourself: "How many chapters will I have and what will they be what? What information will go in each chapter? What do I need to still learn about this part in order to teach others?" Writers, as you go off today, you will notice that each table has a subtopic listed in the Independent middle. Sit at the table with your subtopics and introduce yourself to the other kids at the Writing table. This is your informational writing club. These team members will sit with you during

Writing Workshop, and you will all have an opportunity to discuss the books you are creating!

Partnership/ Club Work	As you are working in clubs, I want you to take time to listen to each other's books so far. As your club member is reading, stop and help them by looking over their plan and seeing if they need to add something or take something away.
Discourse	Writers, you are working hard on your expert books! Many of you have completed your plan and are already adding to the pages. That's wonderful. Remember, it's important to plan how your expert book will go before you begin writing.



Lesson 4

Part 1 Question for Inquiry: What are the Eastern Woodlands? How did the Eastern Woodlands Indians use their environment?

Social Studies

Content Focus: The Eastern Woodlands Indians relied on their environment to meet their needs, including food, shelter, and clothing.

Reading Focus: Nonfiction readers pause before each new section and preview what they will read by using the heading and any photographs to anticipate what they will learn. Then, as they read, they collect important facts and details about their topic.

Materials: North American Indian Nations: Native Peoples of the Northeast

Launch

At this point in your unit, students have learned about life in the Eastern Woodlands through Read Aloud discussion and a field trip. Now, students will learn more about the ways that the Eastern Woodlands Indians relied on this natural environment and its resources to survive. This lesson will prepare students for the first project of the unit, during which they will create a torn paper collage of the Eastern Woodlands that illustrates some of the ways that indigenous Americans used this environment.

Friends, we have been learning more about the Eastern Woodlands and the plants and animals who live there. We have learned that the Eastern Woodlands change throughout the year, and how, as each season changes, the plants and animals change too. Today, we are going to continue to develop our ideas about the Eastern Woodlands long ago by learning more about the ways that the Eastern Woodlands Indians used this environment. After all, the Eastern Woodlands Indians got their name from this environment! That makes me think it was very important to them.

Preview the reading teaching point that you will introduce today by using the headings to help you anticipate the big idea in each new section in your Read Aloud book as you read.

Read Aloud and Discuss

Begin reading from Chapter 1 in <u>North American Indian Nations: Native Peoples of the Northeast</u>. Read to page 10: "The far south experiences long, hot summers."

Hmm... this reminds me of the information that we have already learned about the Eastern Woodlands. The author also titled this whole chapter "A Rich and Varied Land." The author busing "rich and varied" here to describe the Eastern Woodlands. Here, when the author uses "rich," she means full of different resources—not money. Let's keep this topic, the rich land in the Northeast, in mind as we read and see what we learn about it.

Read to page 12: "They made it into maple syrup and maple sugar, which they used to sweeten their food."

What have we learned so far about the way the Eastern Woodlands Indians used their environment? How does this connect to the chapter title, "A Rich and Varied Land"?

Read to page 14: "...they ensured they had plenty to eat throughout the winter."

What new ideas have we learned about the way the Eastern Woodlands Indians used their environment?

Read to the end of the section "Homes" on page 15.

How did the Eastern Woodlands Indians use their environment for shelter? How were the Algonquian and Iroquois peoples' homes different? Why were they different? How does this connect to what we already learned in the last section about food?

Read to the end of Chapter 1 on page 17.

What do we learn about the way the Eastern Woodlands Indians used their environment in this section?

Based on everything that we read, how did the Eastern Woodlands Indians use their environment to survive? Why did the author title this WHOLE chapter "A Rich and Varied Land"?

Friends, we already learned how some of the animals living in the Eastern Woodlands used their environment. Just as we discussed, the Eastern Woodlands Indians used their environment to meet all of their needs, too. These people found everything they needed in the Eastern Woodlands, including food, homes, and clothing. The Eastern Woodlands Indians were resourceful people!

<u>Model</u>: Nonfiction readers pause before each new section and preview what they will read by using the heading and any photographs to anticipate what they will learn. Then, as they read, they collect important facts and details about their topic.

Let's turn back to Chapter 1 in <u>North American Indian Nations: Native Peoples of the Northeast</u> so you can watch me as I do this thinking work.

Reread the introduction to Chapter 1 on page 10 to identify the topic.

As we discussed, this introduction is telling me that the "rich and varied land" of the Northeast is going to be the topic. I'm noticing that the heading of this next section is "Food," which makes me think this section will teach me about food found in this Eastern Woodlands environment. I'm also noticing that the photographs in this section, here on page 11, include an image of a harpoon, a tool used for spearing fish. Based on this heading and the photograph, I anticipate that I will learn about how the Eastern Woodlands Indians got their food. I'm going to keep this in mind as I read to help me collect important facts and details about food in the Eastern Woodlands.

Reading Mini-lesson

Read the first two paragraphs under the heading "Food."

Hmm... I'm learning about different ways that the Northeast people, or Eastern Woodlands Indians, hunted for their food and the different kinds of animals that they ate. These seem like important facts about food.

Readers, did you see how I used the heading and the photograph to anticipate the information that the author would teach me about the topic? Then, as I read, I found the important facts and details about this topic.

Iry: Now it's your turn to try.

Show pages 14 and 15. Before you read the section "Homes," give students time to turn and talk with a partner to anticipate what the author will teach them about in this section. Share out some ideas, and then read the first few paragraphs in this section. Ask partners to share the important facts and details they collected about homes with each other.

<u>Link</u>: Readers, as you go off to read today, I want you to remember that nonfiction readers pause before each new section and preview what they will read by using the heading and any photographs to anticipate what they will learn. Then, as they read, they collect important facts and details about their topic.

Independent Reading

Just like we did together today, you can always use the headings and any photographs or other text features in a nonfiction book to anticipate what you will learn. This will help you collect important facts and details about the topic as you read. As you read your own books today, use the headings and photographs to help you collect important facts and details.

Use the reading criteria checklist provided to take notes on where students are independent, and where they need more support. Use those notes to determine which students could benefit from small groups or individual coaching.

Partnership Work

Friends, as you read more about the Eastern Woodlands and the people who lived there today, you took time to use the headings and photographs to help you anticipate, or predict, information the author was going to teach you about a topic. Now, turn and talk with your partner to share some of the important facts and details you learned about the Eastern Woodlands Indians in your own books today.

Discourse

After partners discuss, have the class share out about the Eastern Woodlands and how the Eastern Woodlands Indians used this environment, and record key ideas on your class chart.

If time allows, revisit the student-generated questions you collected in Lesson 1 and ask the class to try and answer some of these questions based on their reading. You can add answers or pose new questions by reading selections from ...If You Lived With the Iroquois.

Friends, we are starting to develop some strong ideas about the Eastern Woodlands and how the Eastern Woodlands Indians used this environment. In our next lesson, you are going to take all of these ideas and create a project to share everything that you have learned about the Eastern Woodlands Indians so far.

Project

Project Description: Students have learned all about the Eastern Woodlands, including its plant and animal life, and the way that the Eastern Woodlands Indians used this environment. They will apply this knowledge to create a paper collage representing a deciduous forest during one of the four seasons. Through this collage, students will also demonstrate their understanding of how American Indians used available natural resources to survive. Students will create these collages by tearing different colors of construction paper into different shapes and sizes and then layering the pieces together to create beautiful, vibrant effects that capture the authentic textures of life in the forest.

Materials: Chart paper, Marker, Teacher model collage, Construction paper in a variety of natural tones, greens, and browns, Glue sticks

Launch

Now that students can describe what the Eastern Woodlands looked like across the four seasons and how the Eastern Woodlands Indians made use of the natural resources in the Northeast, they will apply their understanding by creating a torn paper collage. Student collages should illustrate life in the Eastern Woodlands during the season that they choose, and then include representations of how indigenous Americans used this environment for survival during this time of year.

Friends, in this first part of our unit we have studied the Eastern Woodlands and how the Eastern Woodlands Indians used this environment throughout the year. We have stepped

outside of our classroom on a field trip to learn more about our environment and what it looked like long ago. We have studied photographs and illustrations of the Eastern Woodlands. We have also studied examples of the kinds of food, clothing, homes, and tools that the Eastern Woodlands Indians created using their Eastern Woodlands environment.

What are some of the specific ways the Eastern Woodlands Indians used their environment?

Ask students to share examples from the previous lesson. As students share, list these examples on a new piece of chart paper or build onto a class chart that you have already started. Encourage students to share specific examples that were especially interesting, surprising, or innovative, and to add new examples from their Independent Reading books.

<u>Teacher's Note:</u> You can find additional examples of ways the Iroquois used the environment on pages 12 through 15 and pages 22 through 25 in <u>Life in a Longhouse Village</u>. You may want to share a few of these examples and add them to those that students already discussed from your Read Aloud in the previous lesson, <u>North American Indian Nations:</u> Native Peoples of the Northeast.

Today, you are going to take all of the knowledge you have built about the Eastern Woodlands and create a beautiful collage to represent what you have learned!

A collage is a special form of art that uses many little pieces, often of paper, and puts them all together to create a bigger image. Today, we are going to use torn pieces of construction paper to create our collages and to share ideas about the Eastern Woodlands and how the Eastern Woodlands Indians used this environment. These construction paper pieces will create texture on our collage artwork that matches nature. For example, you could use the paper to look just like leaves and bark.

Share an example of your own collage as a model for students. This will help students build a mental model for their project, and it will give you an opportunity to model the kind of thinking work you used to choose the specific details in your collage. Below are some examples of torn paper collage art that illustrate key criteria for student projects.

Model





Friends, I am going to share my own collage of life in the Eastern Woodlands, and I will explain how I chose the details that I added to my artwork using what we have learned about the Woodlands and the people who lived in them. First, I thought about the big idea that I wanted to share about the way the Eastern Woodlands Indians used their environment.

Look back at the chart you created with students at the beginning of the lesson. Share which of these examples you chose for your own collage and why. Then, display your collage, and think aloud about each part and how it illustrates a specific example of how the Eastern Woodlands Indians used their environment. As you do, make sure you highlight:

- The season you chose to represent and how this connects to your idea (e.g., "I wanted to show the way the Estern Woodlands Indians gathered food in the Woodlands. In my book, I learned that they did this in the fall.")
- The **plant and animal life** you chose to show and why (e.g., "Wild rice was an important food supply in the Northeast, so I added rice plants along the water.")
- The scenes of Eastern Woodlands Indians and how this connects to your idea (e.g.,
 "We learned that the Menominee women gathered rice from their canoes using
 special tools, called 'knockers.' I added these women here.")

Friends, do you see how I started with the big idea I wanted to show about the Eastern Woodlands Indians and how they used their environment? Then, I thought about the specific details I could include in my collage to illustrate this idea. I thought about the season I needed to show and the plants and animals during that season, and then I added my scenes of Eastern Woodlands Indian life.

Ready to start planning your own collage? Today, we are going to create our Eastern Woodlands environment. Then, in the next lesson, you will add examples of how the Eastern Woodlands Indians used this environment.

First, think about the big idea you want to show using our class chart, just like I did. Then, think about the season and the specific plants and animals that would be found in the Eastern Woodlands during this time.

Give students a few minutes to share initial ideas with their partner. Then, call on a few partnerships to share their thinking. Highlight students who are starting their planning by thinking about their big idea and the season that matches that idea first.

Now, you are going to begin making your own collages! The first step is to choose the construction paper you will use to create your scene in the Eastern Woodlands. Think about the different colors you will need to create a Woodlands scene during the spring, fall, winter, or summer, and the plants and animals living in the Woodlands at that time.

Show students where colored construction paper will be available in the classroom, and remind them of any expectations for using and sharing classroom materials. Encourage students to skim their Independent Reading books to find photographs and illustrations that can help them plan their collage. You may also want to scan and print color copies of specific pages from <u>A Walk In The Deciduous Forest</u> to share with students.

Create

Once students have chosen the pieces they will use for their own collage, bring them back together to model how to tear the paper into different sized pieces to create their Eastern Woodlands scene.

Ready for the next step in creating your collage? Here it is: Tear each piece of paper into different-sized pieces to create each part of your Woodlands environment. You will want to use bigger pieces for bigger things, like trees, and smaller pieces for details, like the leaves on the trees. Your pieces can be large or small—or a mix! Notice how I layered each of my pieces on top of one another to create the specific details in my environment.

	Have students spend the bulk of this time tearing out different paper pieces. After tearing each piece, they can arrange it on their collage, but they should not begin to glue these to a piece of paper or cardstock until all of their construction paper pieces have been torn and arranged.
	Some students may not be ready to glue any pieces until the next lesson. That's okay! Encourage students to take their time and be thoughtful planners.
Discourse	Choose students or partnerships to share a few of the details that they added to their collage, highlighting how each example connects to their idea about the Eastern Woodlands Indians.
	In our next project lesson, we'll keep working on these collages so they are ready to share!

A Story of Units®

Attachment F

Eureka Math[™]
Grade 3, Module 2

Teacher Edition

Published by the non-profit Great Minds

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GRADE

Mathematics Curriculum



GRADE 3 • MODULE 2

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A STORY OF UNITS Module Overview 3 • 2

Grade 3 • Module 2

Place Value and Problem Solving with Units of Measure

OVERVIEW

In this 25-day module, students explore measurement using kilograms, grams, liters, milliliters, and intervals of time in minutes. Students begin by learning to tell and write time to the nearest minute using analog and digital clocks in Topic A (3.MD.1). They understand time as a continuous measurement through exploration with stopwatches, and use the number line, a continuous measurement model, as a tool for counting intervals of minutes within 1 hour (3.MD.1). Students see that an analog clock is a portion of the number line shaped into a circle. They use both the number line and clock to represent addition and subtraction problems involving intervals of minutes within 1 hour (3.MD.1).

Introduced in Topic B, kilograms and grams are measured using digital and spring scales. Students use manipulatives to build a kilogram and then decompose it to explore the relationship between the size and weight of kilograms and grams (3.MD.2). An exploratory lesson relates metric weight and liquid volume measured in liters and milliliters, highlighting the coherence of metric measurement. Students practice measuring liquid volume using the vertical number line and a graduated beaker (3.MD.2). Building on the estimation skills with metric length gained in Grade 2, students in Grade 3 use kilograms, grams, liters, and milliliters to estimate the weights and liquid volumes of familiar objects. Finally, they use their estimates to reason about solutions to one-step addition, subtraction, multiplication, and division word problems involving metric weight and liquid volume given in the same units (3.MD.2).

Now more experienced with measurement and estimation using different units and tools, students further develop their skills by learning to round in Topic C (3.NBT.1). They measure and then use place value understandings and the number line as tools to round two-, three-, and four-digit measurements to the nearest ten or hundred (3.NBT.1, 3.MD.1, 3.MD.2).

Students measure and round to solve problems in Topics D and E (3.NBT.1, 3.MD.1, 3.MD.2). In these topics, they use estimations to test the reasonableness of sums and differences precisely calculated using standard algorithms. From their work with metric measurement, students have a deeper understanding of the composition and decomposition of units. They demonstrate this understanding in every step of the addition and subtraction algorithms with two- and three-digit numbers, as 10 units are changed for 1 larger unit or 1 larger unit is changed for 10 smaller units (3.NBT.2). Both topics end in problem solving involving metric units or intervals of time. Students round to estimate and then calculate precisely using the standard algorithm to add or subtract two- and three-digit measurements given in the same units (3.NBT.1, 3.NBT.2, 3.MD.1, 3.MD.2).



Module Overview 3

Notes on Pacing for Differentiation

If pacing is a challenge, consider the following modifications and omissions.

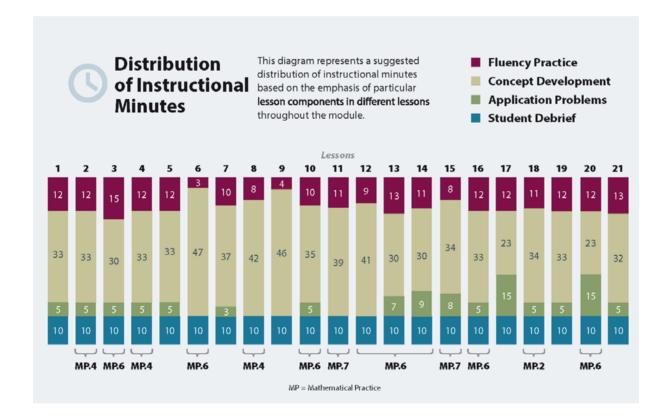
Omit Lesson 1. Prior to Lesson 2, use a stopwatch to time different activities such as lining up or moving to the meeting area of the classroom. Discuss the continuity of time. Reduce Lesson 2 by replacing the Minute Counting fluency with an activity in which students draw and label 14-centimeter number lines with tick marks at every centimeter in preparation for the Concept Development component of the lesson.

Omit Lesson 4, the first of two consecutive problem solving lessons involving time. Take note of the word problem analysis it provides, and consider embedding that work into the delivery of Lesson 5.

Consolidate Lessons 15 and 16. Within the lesson that results, include some problems that require regrouping once to add and some problems that require regrouping twice.

Consolidate Lessons 18 and 19. Within the lesson that results, include some problems that require regrouping once to subtract and some problems that require regrouping twice.

Omit Lesson 20. While it engages students in a study of estimation and provides practice with reasoning about the relationships between quantities, the lesson does not present new skills.





A STORY OF UNITS

Module Overview 3 • 2

Focus Grade Level Standards

Use place value understanding and properties of operations to perform multi-digit arithmetic.¹

- **3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.
- **3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

- **3.MD.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- **3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

Foundational Standards

- **2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- **2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters.
- **2.MD.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Focus Standards for Mathematical Practice

- **MP.2 Reason abstractly or quantitatively.** Students decontextualize metric measurements and time intervals in minutes as they solve problems involving addition, subtraction, and multiplication. They round to estimate, and then precisely solve problems, evaluating solutions with reference to units and with respect to real-world contexts.
- **MP.4 Model with mathematics.** Students model measurements on the place value chart. They create drawings and diagrams and write equations to model and solve word problems involving metric units and intervals of time in minutes.

¹3.NBT.3 is taught in Module 3.



Module 2:

A STORY OF UNITS Module Overview 3 • 2

MP.6 Attend to precision. Students round to estimate sums and differences and then use the standard algorithms for addition and subtraction to calculate. They reason about the precision of their solutions by comparing estimations with calculations and by attending to specific units of measure.

MP.7 Look for and make use of structure. Students model measurements on the place value chart. Through modeling, they relate different units of measure and analyze the multiplicative relationship of the base ten system.

Overview of Module Topics and Lesson Objectives

Standards	То	opics and Objectives		
3.NBT.2	Α	Time Measurement and Problem Solving		5
3.MD.1		Lesson 1:	Explore time as a continuous measurement using a stopwatch.	
		Lesson 2:	Relate skip-counting by fives on the clock and telling time to a continuous measurement model, the number line.	
		Lesson 3:	Count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock.	
		Lesson 4:	Solve word problems involving time intervals within 1 hour by counting backward and forward using the number line and clock.	
		Lesson 5:	Solve word problems involving time intervals within 1 hour by adding and subtracting on the number line.	
3.NBT.2 3.MD.2	В	Measuring Weight and Liquid Volume in Metric Units		6
		Lesson 6:	Build and decompose a kilogram to reason about the size and weight of 1 kilogram, 100 grams, 10 grams, and 1 gram.	
		Lesson 7:	Develop estimation strategies by reasoning about the weight in kilograms of a series of familiar objects to establish mental benchmark measures.	
		Lesson 8:	Solve one-step word problems involving metric weights within 100 and estimate to reason about solutions.	
		Lesson 9:	Decompose a liter to reason about the size of 1 liter, 100 milliliters, 10 milliliters, and 1 milliliter.	
		Lesson 10:	Estimate and measure liquid volume in liters and milliliters using the vertical number line.	
		Lesson 11:	Solve mixed word problems involving all four operations with grams, kilograms, liters, and milliliters given in the same units.	
			sessment: Topics A–B (assessment ½ day, return ½ day, further applications 1 day)	2





A STORY OF UNITS

Module Overview 3-2

Standards	То	opics and Objectives		
3.NBT.1	С			3
3.MD.1 3.MD.2		Lesson 12:	Round two-digit measurements to the nearest ten on the vertical number line.	
		Lesson 13:	Round two- and three-digit numbers to the nearest ten on the vertical number line.	
		Lesson 14:	Round to the nearest hundred on the vertical number line.	
3.NBT.2	D	Two- and Three	e-Digit Measurement Addition Using the Standard Algorithm	3
3.NBT.1 3.MD.1		Lesson 15:	Add measurements using the standard algorithm to compose larger units once.	
3.MD.2		Lesson 16:	Add measurements using the standard algorithm to compose larger units twice.	
		Lesson 17:	Estimate sums by rounding and apply to solve measurement word problems.	
3.NBT.2	Е	Two- and Three	e-Digit Measurement Subtraction Using the Standard Algorithm	4
3.NBT.1 3.MD.1		Lesson 18:	Decompose once to subtract measurements including three-digit minuends with zeros in the tens or ones place.	
3.MD.2		Lesson 19:	Decompose twice to subtract measurements including three-digit minuends with zeros in the tens and ones places.	
		Lesson 20:	Estimate differences by rounding and apply to solve measurement word problems.	
		Lesson 21:	Estimate sums and differences of measurements by rounding, and then solve mixed word problems.	
		End-of-Module Assessment: Topics A–E (assessment ½ day, return ½ day, remediation or further applications 1 day)		2
Total Number of Instructional Days		25		



A STORY OF UNITS

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Terminology

New or Recently Introduced Terms and Symbols

- About (with reference to rounding and estimation, an answer that is not precise)
- Addend (the numbers that are added together in an addition equation, e.g., in 4 + 5, the numbers 4 and 5 are the addends)
- Capacity (the amount of liquid that a particular container can hold)
- Continuous (with reference to time as a continuous measurement)
- Endpoint² (used with rounding on the number line; the numbers that mark the beginning and end of a given interval)
- Gram (g, unit of measure for weight)
- Interval (time passed or a segment on the number line)
- Halfway (with reference to a number line, the midpoint between two numbers, e.g., 5 is halfway between 0 and 10)
- Kilogram (kg, unit of measure for mass)
- Liquid volume (the space a liquid takes up)
- Liter (L, unit of measure for liquid volume)
- Milliliter (mL, unit of measure for liquid volume)
- Plot (locate and label a point on a number line)
- Point (a specific location on the number line)
- Reasonable (with reference to how plausible an answer is, e.g., "Is your answer reasonable?")
- Round³ (estimate a number to the nearest 10 or 100 using place value)
- Second (a unit of time)
- Standard algorithm (for addition and subtraction)
- ≈ (symbol used to show that an answer is approximate)

Familiar Terms and Symbols⁴

- Analog clock (a clock that is not digital)
- Centimeter (cm, unit of measurement)
- Compose (change 10 smaller units for 1 of the next larger unit on the place value chart)
- Divide (e.g., $4 \div 2 = 2$)
- Estimate (approximation of the value of a quantity or number)



²Originally introduced in Grade 2, but treated as new vocabulary in this module.

³Originally introduced in Grade 2, but treated as new vocabulary in this module.

⁴These are terms and symbols students have used or seen previously.

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Horizontal (with reference to how an equation is written, e.g., 3 + 4 = 7 is written horizontally)

- Measure (a quantity representing a weight or liquid volume or the act of finding the size or amount of something)
- Mental math (calculations performed in one's head, without paper and pencil)
- Meter (m, unit of measurement)
- Minute (a unit of time)
- Multiply (e.g., 2 × 2 = 4)
- Number line (may be vertical or horizontal; vertical number line shown on the next page)
- Rename (regroup units, e.g., when solving with the standard algorithm)
- Simplifying strategy (transitional strategies that move students toward mental math, e.g., make ten to add 7 and 6, ((7 + 3) + 3 = 13)
- Unbundle (regroup units, e.g., in the standard algorithm)
- Vertical (with reference to how an equation is written; equations solved using the standard algorithm are typically written vertically)

Suggested Tools and Representations

- Beaker (100 mL and optional 1 liter)
- Beans (e.g., pinto beans, used for making benchmark baggies at different weights)
- Bottles (empty, plastic, labels removed, measuring 2 liters; 1 for every group of 3 students)
- Clocks (analog and digital)
- Containers (clear plastic, 1 each: cup, pint, quart, gallon)
- Cups (16, clear plastic, with capacity of about 9 oz)
- Cylinder (a slim, cylindrical container whose sides are marked with divisions or units of measure)
- Dropper (for measuring 1 mL)
- Liter-sized container (a container large enough to hold and measure 1 liter)
- Meter strip (e.g., meter stick)
- Pan balance (pictured to the right)
- Pitchers (plastic, 1 for each group of 3 students)
- Place value cards (pictured to the right)
- Place value chart and disks (pictured to the right)
- Place value disks (pictured to the right)
- Popcorn kernels (enough to make baggies weighing 36 g per student pair)
- Rice (e.g., white rice, used for making benchmark baggies at different weights)



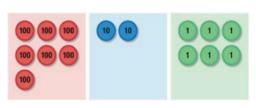
9 0 1 8 2 7 kg 6 5 4

Place Value Cards

Spring Scale



Pan Balance



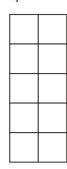
Sample place value chart without headings. Place value disks are shown in each column.

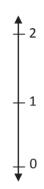


A STORY OF UNITS

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- Ruler (measuring centimeters)
- Scales (digital and spring, measures the mass of an object in grams)
- Sealable plastic bags (gallon-sized and sandwich-sized for making benchmark baggies)
- Stopwatch (handheld timepiece that measures time elapsed from when activated to when deactivated, 1 per student pair)
- Tape diagram (method for modeling)
- Ten-frame (pictured to the right)
- Vertical number line (pictured to the right)
- Weights (1 set per student pair: 1 g, 10 g, 100 g, 1 kg, or premeasured and labeled bags of rice or beans)





Ten-Frame

Vertical Number Line

Scaffolds⁵

The scaffolds integrated into A Story of Units give alternatives for how students access information as well as express and demonstrate their learning. Strategically placed margin notes are provided within each lesson elaborating on the use of specific scaffolds at applicable times. They address many needs presented by English language learners, students with disabilities, students performing above grade level, and students performing below grade level. Many of the suggestions are organized by Universal Design for Learning (UDL) principles and are applicable to more than one population. To read more about the approach to differentiated instruction in A Story of Units, please refer to "How to Implement A Story of Units."

Assessment Summary

Туре	Administered	Format	Standards Addressed
Mid-Module Assessment Task	After Topic B	Constructed response with rubric	3.NBT.2 3.MD.1 3.MD.2
End-of-Module Assessment Task	After Topic E	Constructed response with rubric	3.NBT.1 3.NBT.2 3.MD.1 3.MD.2 3.OA.7 ⁶

⁵Students with disabilities may require Braille, large print, audio, or special digital files. Please visit the website www.p12.nysed.gov/specialed/aim for specific information on how to obtain student materials that satisfy the National Instructional Materials Accessibility Standard (NIMAS) format.

⁶Although 3.OA.7 is not a focus standard in this module, it does represent the major fluency for Grade 3. Module 2 fluency instruction provides systematic practice for maintenance and growth. The fluency page on the End-of-Module Assessment directly builds on the assessment given at the end of Module 1 and leads into the assessment that will be given at the end of Module 3.



Module 2:

Place Value and Problem Solving with Units of Measure

GRADE

Mathematics Curriculum



GRADE 3 • MODULE 2

Topic A

Time Measurement and Problem Solving

3.NBT.2, 3.MD.1

	-Links to:	G4-M2	Unit Conversions and Problem Solving with Metric Measurement	
Coherence	-Links from:	G2-M2	Addition and Subtraction of Length Units	
Instructional Days:		5		
3.MD.		3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	
Focus Standards:		3.NBT.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	

Lesson 1 is an exploration in which students use stopwatches to measure time as a physical quantity. They might, for example, time how long it takes to write the fact $7 \times 8 = 56$ forty times or measure how long it takes to write numbers from 0 to 100. Students time their own segments as they run a relay, exploring the continuity of time by contextualizing their small segment within the number of minutes it takes the whole team to run.

Lesson 2 builds students' understanding of time as a continuous unit of measurement. This lesson draws upon the Grade 2 skill of telling time to the nearest 5 minutes (**2.MD.7**) and the multiplication learned in Module 1 as students relate skip-counting by fives and telling time to the number line. They learn to draw the model, labeling hours as endpoints and multiples of 5 (shown below). Through this work, students recognize the analog clock as a portion of the number line shaped into a circle and, from this point on, use the number line as a tool for modeling and solving problems.

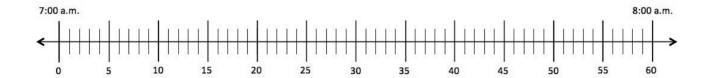




A STORY OF UNITS

Topic A 3 • 2

Lesson 3 increases students' level of precision as they read and write time to the nearest minute. Students draw number line models that represent the minutes between multiples of 5 (number line model shown below). They quickly learn to apply the strategy of counting by fives and some ones to read time to the nearest minute on the clock. In preparation for Lessons 4 and 5, students add minutes by counting on the number line and clock. For example, they might use the *count by fives and some ones* strategy to locate 17 minutes and then keep counting to find 4 minutes more.



In Lesson 4, students begin measuring time intervals in minutes within 1 hour to solve word problems. They reinforce their understanding of time as a continuous unit of measurement by counting forward and backward using the number line and the clock. They might solve, for example, a problem such as, "Beth leaves her house at 8:05 a.m. and arrives at school at 8:27 a.m. How many minutes does Beth spend traveling to school?"

Lesson 5 carries problem solving with time a step further. Students measure minute intervals and then add and subtract the intervals to solve problems. Students might solve problems such as, "I practiced the piano for 25 minutes and the clarinet for 30 minutes. How long did I spend practicing my instruments?" Calculations with time in this lesson—and throughout Grade 3—never cross over an hour or involve students converting between hours and minutes.

A Teaching Sequence Toward Mastery of Time Measurement and Problem Solving

Objective 1: Explore time as a continuous measurement using a stopwatch. (Lesson 1)

Objective 2: Relate skip-counting by fives on the clock and telling time to a continuous measurement model, the number line.

(Lesson 2)

Objective 3: Count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock.

(Lesson 3)

Objective 4: Solve word problems involving time intervals within 1 hour by counting backward and forward using the number line and clock.

(Lesson 4)

Objective 5: Solve word problems involving time intervals within 1 hour by adding and subtracting on the number line.
(Lesson 5)



Lesson 1

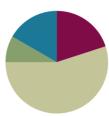
Objective: Explore time as a continuous measurement using a stopwatch.

Suggested Lesson Structure

Fluency Practice (12 minutes)Application Problem (5 minutes)Concept Development (33 minutes)

Student Debrief (10 minutes)

Total Time (60 minutes)



Fluency Practice (12 minutes)

Tell Time on the Clock 2.MD.7 (3 minutes)
 Minute Counting 3.MD.1 (6 minutes)
 Group Counting 3.OA.1 (3 minutes)

A NOTE ON STANDARDS ALIGNMENT:

In this lesson, students use stopwatches to measure time. To understand how to use a stopwatch and to begin to conceptualize time as a continuous measurement, students need some familiarity with seconds. The introduction of seconds anticipates Grade 4 content (4.MD.1).

Seconds are used as a unit in the Application Problem and also as a unit of measure that students explore in Part 1 of the lesson as they familiarize themselves with stopwatches.

Tell Time on the Clock (3 minutes)

Materials: (T) Analog clock for demonstration (S) Personal white board

Note: This activity reviews the Grade 2 standard of telling and writing time to the nearest 5 minutes. It prepares students to count by 5-minute intervals on the number line and clock in Lesson 2.

- T: (Show an analog demonstration clock.) Start at 12 and count by 5 minutes on the clock. (Move finger from 12 to 1, 2, 3, 4, etc., as students count.)
- S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.
- T: I'll show a time on the clock. Write the time on your personal white board. (Show 11:10.)
- S: (Write 11:10.)
- T: (Show 6:30.)
- S: (Write 6:30.)

Repeat the process, varying the hour and 5-minute interval so that students read and write a variety of times to the nearest 5 minutes.



Minute Counting (6 minutes)

Note: This activity reviews the Grade 2 standard of telling and writing time to the nearest 5 minutes. It prepares students to count by 5-minute intervals on the number line and clock in Lesson 2. Students also practice group counting strategies for multiplication in the context of time.

- T: There are 60 minutes in 1 hour. Count by 5 minutes to 1 hour.
- S: 5 minutes, 10 minutes, 15 minutes, 20 minutes, 25 minutes, 30 minutes, 35 minutes, 40 minutes, 45 minutes, 50 minutes, 55 minutes, 60 minutes. (Underneath 60 minutes, write 1 hour.)
- T: How many minutes are in a half hour?
- S: 30 minutes.
- T: Count by 5 minutes to 1 hour. This time, say half hour when you get to 30 minutes.

Repeat the process using the following suggested sequence:

- Count by 10 minutes and 6 minutes to 1 hour.
- Count by 3 minutes to a half hour.

Group Counting (3 minutes)

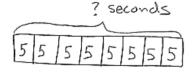
Note: Group counting reviews interpreting multiplication as repeated addition. Counting by sevens, eights, and nines in this activity anticipates multiplication using those units in Module 3.

Direct students to count forward and backward using the following suggested sequence, occasionally changing the direction of the count:

- Sevens to 28
- Eights to 32
- Nines to 36

Application Problem (5 minutes)

Ms. Bower helps her kindergartners tie their shoes. It takes her 5 seconds to tie 1 shoe. How many seconds does it take Ms. Bower to tie 8 shoes?





Seconds exceed the standard for Grade 3, which expects students to tell time to the nearest minute. The standards introduce seconds in Grade 4 (4.MD.1).

Note: This reviews multiplication from Module 1 and gets students thinking about how long it takes to complete an activity or task. It leads into the Concept Development by previewing the idea of seconds as a unit of time.



Lesson 1:

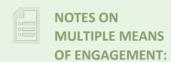
Explore time as a continuous measurement using a stopwatch.

Concept Development (33 minutes)

Materials: (T) Stopwatch and classroom clock (S) Stopwatch, personal white board

Part 1: Explore seconds as a unit of time.

- T: It takes Ms. Bower 5 seconds to tie one shoe. Does it take a very long time to tie a shoe?
- S: No!
- T: Let's see how long a second is. (Let the stopwatch tick off a second.)
- T: It's a short amount of time! Let's see how long 5 seconds is so we know how long it takes Ms. Bower to tie 1 shoe. (Let the stopwatch go for 5 seconds.)
- T: Let's see how long 40 seconds lasts. That's the amount of time it takes Ms. Bower to tie 8 shoes. (Let the stopwatch go for 40 seconds.) Tell the count after every 5 seconds.
- S: (Watch the stopwatch.) 5. 10. 15. 20. 25. 30. 35. 40,
- T: **Seconds** are a unit of time. They're smaller than minutes, so we can use them to measure short amounts of time.
- T: What are other things we might measure using seconds?
- S: (Discuss.)
- T: Turn and tell your partner how many seconds you estimate it takes us to walk from the carpet to sit in our seats.
- T: Let's use the stopwatch to measure. Go!
- T: It took us ____ seconds. Use mental math to compare your estimate with the real time. How close were you? (Select a few students to share.)
- T: (Display stopwatch.) The tool I'm using to measure seconds is called a stopwatch. We can start it and stop it to measure how much time passes by. It has two buttons. The button on the right is the start button, and the one on the left is the stop and reset button.
- T: When we stopped the stopwatch, did time stop, or did we just stop measuring?
- S: Time didn't stop. → We stopped measuring time by hitting the stop button. → Time keeps going. We only stopped measuring.
- T: Time is **continuous**. *Continuous* means time does not stop but is always moving forward. We just use stopwatches and clocks to measure its movement.
- T: Partner 1, measure and write how long it takes Partner 2 to draw a 2 by 5 array on her personal white board.
- S: (Partner 1 times, and Partner 2 draws. Partner 1 writes unit form, e.g., 8 seconds.)



When introducing the stopwatch as a tool to measure time, ask students to think about where stopwatches are used in real-world contexts, for example, in swim meets and races. Then, discuss the purpose of the stopwatch in these contexts.



Student pairs take turns using a stopwatch to measure how long it takes them to do the following:

- Skip-count by fives to 60.
- Draw a 6 by 10 array.

Part 2: Explore minutes as a unit of time.

- T: I look at the clock and notice that ___ minutes have passed since we walked from our tables to the carpet.
- T: **Minutes** are longer than seconds. Let's find out what the length of a minute feels like. Sit quietly and measure a minute with your stopwatch. Go!
- S: (Watch the stopwatch until 1 minute passes.)
- T: What does a minute feel like?
- S: It is *much* longer than 1 second!
- T: Now, I'll time 1 minute. You turn and talk to your partner about your favorite game. Let's see if the length of 1 minute feels the same. (Time students talking.)
- T: Did 1 minute feel faster or slower than when you were just watching the clock?
- S: It seemed so much faster! Talking was fun!
- T: How long a minute feels can change depending on what we're doing, but the measurement always stays the same. What are some other things we might use minutes to measure?
- S: (Discuss.)

Student pairs take turns using a stopwatch to measure how long it takes them to do the following:

- Touch their toes and raise their hands over their heads 30 times.
- Draw 1 by 1, 2 by 2, 3 by 3, 4 by 4, and 5 by 5 arrays.

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

NOTES ON

T: Who was faster?

T: Whose was neater?

went more slowly.

T: In this case, was faster better?

S: The picture was better when we

S1: I was I

S2: Mine!

MULTIPLE MEANS

OF ENGAGEMENT:Possibly extend Part 1 discussion:

When leaving the classroom for recess or lunch, consider measuring how long it takes to make a line, to go to the cafeteria, or to return to the classroom.

Part 3: Explore time as a continuous measurement.

- T: We can use the stopwatch to start measuring how many minutes it takes to get dark outside. Will it take a long time?
- S: Yes!
- T: (Start the stopwatch and wait impatiently.) Should I keep measuring? (Let students react.)
- T: (Stop the stopwatch.) Imagine that I measure how long it takes for all the students in this class to turn 10 years old. Is a stopwatch a good tool for measuring such a long amount of time?
- S: No! It's better for measuring an amount of time that is not very long.
- T: Time keeps going and going, and a stopwatch just captures a few seconds or minutes of it along the way.



Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. Some problems do not specify a method for solving. This is an intentional reduction of scaffolding that invokes MP.5, Use Appropriate Tools Strategically. Students should solve these problems using the RDW approach used for Application Problems.

For some classes, it may be appropriate to modify the assignment by specifying which problems students should work on first. With this option, let the purposeful sequencing of the Problem Set guide the selections so that problems continue to be scaffolded. Balance word problems with other problem types to ensure a range of practice. Consider assigning incomplete problems for homework or at another time during the day.

Student Debrief (10 minutes)

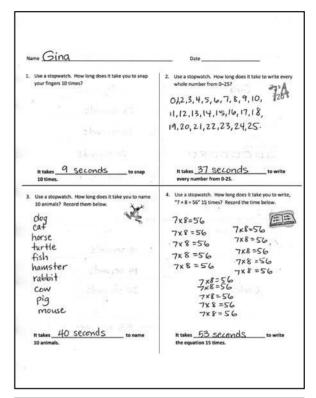
Lesson Objective: Explore time as a continuous measurement using a stopwatch.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- Explain to your partner why the activities in Problem 5 did not take that long to complete.
- Did it take you longer to complete Problem 1 or Problem 4? Why?
- Why do we use a stopwatch?
- Seconds and minutes are units we use to measure time. How are they different?
- Does time stop when we stop measuring time with our stopwatch? Use the word continuous to talk about why or why not with your partner.







Lesson 1:

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.



Na	me		_ Date
1.	Use a stopwatch. How long does it take you to snap your fingers 10 times?	2.	Use a stopwatch. How long does it take to write every whole number from 0 to 25?
	It takes to snap 10 times.		It takes to write every whole number from 0 to 25.
3.	Use a stopwatch. How long does it take you to name 10 animals? Record them below.	4.	Use a stopwatch. How long does it take you to write 7 × 8 = 56 fifteen times? Record the time below.
	It takes to name 10 animals.		It takes to write 7 × 8 = 56 fifteen times.



5. Work with your group. Use a stopwatch to measure the time for each of the following activities.

Activity		Time
Write your full name.		seconds
Do 20 jumping jacks.		
Whisper count by twos from 0 to 30.	1	
Draw 8 squares.		
Skip-count out loud by fours from 24 to 0.	1	
Say the names of your teachers from Kindergarten to Grade 3.	1	

6. 100 meter relay: Use a stopwatch to measure and record your team's times.

Name	Time
	Total time:



Lesson 1:

Explore time as a continuous measurement using a stopwatch.

Name	Date	

The table to the right shows how much time it takes each of the 5 students to do 15 jumping jacks.

a. Who finished 15 jumping jacks the fastest?

Maya	16 seconds
Riley	15 seconds
Jake	14 seconds
Nicholas	15 seconds
Adeline	17 seconds

b. Who finished their jumping jacks in the exact same amount of time?

c. How many seconds faster did Jake finish than Adeline?



Name	Date
Name	Date

- 1. The table to the right shows how much time it takes each of the 5 students to run 100 meters.
 - a. Who is the fastest runner?

Samantha	19 seconds
Melanie	22 seconds
Chester	26 seconds
Dominique	18 seconds
Louie	24 seconds

- b. Who is the slowest runner?
- c. How many seconds faster did Samantha run than Louie?
- 2. List activities at home that take about the following amounts of time to complete. If you do not have a stopwatch, you can use the strategy of counting by 1 Mississippi, 2 Mississippi, 3 Mississippi,

Time	Activities at home
30 seconds	Example: Tying shoelaces
45 seconds	
60 seconds	



Lesson 1:

Explore time as a continuous measurement using a stopwatch.

3. Match the analog clock with the correct digital clock.







10:15

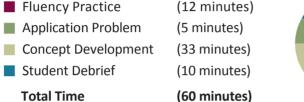


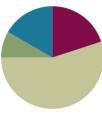
Lesson 2 A STORY OF UNITS

Lesson 2

Objective: Relate skip-counting by fives on the clock and telling time to a continuous measurement model, the number line.

Suggested Lesson Structure





Fluency Practice (12 minutes)

Group Counting 3.0A.1	(3 minutes)
■ Tell Time on the Clock 2.MD.7	(3 minutes)
Minute Counting 3.MD.1	(6 minutes)

Group Counting (3 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition. Counting by sevens and eights in this activity anticipates multiplication using those units in Module 3.

Direct students to count forward and backward using the following suggested sequence, occasionally changing the direction of the count:

- Sevens to 35, emphasizing the transition from 28 to 35
- Eights to 40, emphasizing the transition from 32 to 40

Tell Time on the Clock (3 minutes)

Materials: (T) Analog clock for demonstration (S) Personal white board

Note: This activity reviews the Grade 2 standard of telling and writing time to the nearest 5 minutes. It prepares students to use the number line and clock to tell time to the nearest 5 minutes in the Concept Development.

- T: (Show an analog demonstration clock.) Start at 12 and count by 5 minutes on the clock. (Move finger from 12 to 1, 2, 3, 4, etc., as students count.)
- S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.
- T: I'll show a time on the clock. Write the time on your personal white board. (Show 3:05.)
- S: (Write 3:05.)



Lesson 2: Relate skip-counting by fives on the clock and telling time to a

T: (Show 2:35.)

S: (Write 2:35.)

Repeat process, varying the hour and 5-minute interval so that students read and write a variety of times to the nearest 5 minutes.

Minute Counting (6 minutes)

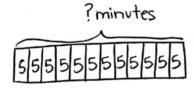
Note: This activity reviews the Grade 2 standard of telling and writing time to the nearest 5 minutes. It prepares students to count by 5-minute intervals on the number line and clock in the Concept Development. Students also practice group counting strategies for multiplication in the context of time.

Use the process outlined for this activity in Lesson 1. Direct students to count by 5 minutes to the hour, the half hour, and the quarter hour. Repeat the process using the following suggested sequence:

- 6 minutes, counting to the half hour and hour
- 3 minutes, counting to a quarter past the hour and half hour
- 10 minutes, counting up to 1 hour
- 9 minutes, counting to 45 and emphasizing the transition from 36 to 45

Application Problem (5 minutes)

Christine has 12 math problems for homework. It takes her 5 minutes to complete each problem. How many minutes does it take Christine to finish all 12 problems?



12x5 minutes=60 minutes It takes Christine 60 minutes to finish her homework.

Note: This problem anticipates the Concept Development. It activates prior knowledge from Grade 2 about math with minutes. Twelve is a new factor. If students are unsure about how to multiply 12 groups of 5, encourage them to solve by skip-counting. They can also use the distributive property, 10 fives + 2 fives or 6 fives + 6 fives. Students use the solution to this problem as a springboard for modeling 12 intervals of 5 minutes on the number line in the Concept Development.



Concept Development (33 minutes)

Materials: (T) Analog clock for demonstration (S) Personal white board, tape diagram (Template 1), two clocks (Template 2), centimeter ruler

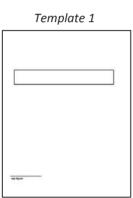
Part 1: Draw a number line and relate skip-counting by fives to skip-counting intervals of 5 minutes.

Students place the tape diagram template in personal white boards.

- T: Model the Application Problem using the tape diagram on the template.
- S: (Model.)

Guide discussion so that students articulate the following: the tape diagram is divided into 12 parts, with each part representing the time it takes Christine to do one math problem; the whole tape diagram represents a total of 60 minutes.

- T: A different way to model this problem is to use a number line. Let's use our tape diagram to help us draw a number line that represents a total of 60 minutes.
- T: Draw a line a few centimeters below the tape diagram. Make it the same length as the tape diagram. Make tick marks on the number line where units are divided on the tape diagram. (Model each step as students follow along.)



MP.4

- T: What do you notice about the relationship between the tape diagram and the number line?
- S: The lines are in the same place. \rightarrow They have the same number of parts.
- T: What part of the tape diagram do the spaces between tick marks represent?
- S: The units. \rightarrow The time it takes to do each math problem. \rightarrow They each represent 5 minutes.
- T: We know from yesterday that time doesn't stop. It was happening before Christine started her homework, and it keeps going after she's finished. To show that time is continuous, we'll extend our number line on both sides and add arrows to it. (Model.)
- S: (Extend number lines and add arrows.)
- T: Let's label our number lines. The space between 2 tick marks represents a 5-minute **interval**. Write 0 under the first tick mark on the left. Then, skip-count by fives. As you count, write each number under the next tick mark. Stop when you've labeled 60. (Model as students follow along.)
- T: The space between 2 marks represents one 5-minute interval. How many minutes are in the interval from 0 to 10? From 0 to 60? From 15 to 30?
- S: From 0 to 10 is 10 minutes, from 0 to 60 is 60 minutes, and from 15 to 30 is 15 minutes.
- T: Let's use the number line to find how many minutes it takes Christine to do 4 math problems. (Place finger at 0. Move to 5, 10, 15, and 20 as you count 1 problem, 2 problems, 3 problems, 4 problems.) It takes Christine 20 minutes to do 4 math problems. Use the word *interval* to explain to your partner how we used the number line to figure that out.
- S: (Discuss.)

Use guided practice to find how long it takes Christine to solve 7, 9, and 11 problems.



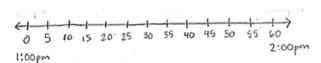
Part 2: Use a number line to tell time to the nearest 5 minutes within 1 hour.

T: Use your ruler to draw a 12-centimeter number line. (Model as students follow along.)

- T: How many 5-minute intervals will the number line need to represent a total of 60 minutes?
- S: Twelve!
- T: Marking 12 equally spaced intervals is difficult! How can the ruler help do that?
- S: It has 12 centimeters. \rightarrow The centimeters show us where to draw tick marks.
- T: Use the centimeters on your ruler to draw tick marks for the number line. (Model.)
- S: (Use rulers to draw tick marks.)
- T: Just like on the first number line, we'll need to show that time is continuous. Extend each side of your number line and make arrows. Then skip-count to label each 5-minute interval starting with 0 and ending with 60. (Model while students follow along.)



- T: How many minutes are labeled on our number line?
- S: 60 minutes.
- T: There are 60 minutes between 1:00 p.m. and 2:00 p.m. Let's use the number line to model exactly when we will do the activities on our class schedule that happen between 1:00 p.m. and 2:00 p.m.
- T: Below the 0 tick mark, write 1:00 p.m. Below the 60 tick mark, write 2:00 p.m. (Model.)
- S: (Label as shown below.)



- T: Now this number line shows the hour between 1:00 p.m. and 2:00 p.m.
- T: We start recess at 1:10 p.m. Is that time between 1:00 p.m. and 2:00 p.m.?
- S: (Agree.)
- T: To find that spot on the number line, I'll put my finger on 1:00 and move it to the right as I skip-count intervals until I reach 1:10. Remind me, what are we counting by?
- S: Fives!
- T: (Model, with students chorally counting along.)



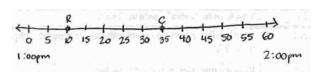
NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

You need not use 1 p.m. to 2 p.m. as the interval; pick an hour that is relevant to today's class. As students determine the number of 5-minute intervals on the number line, some may count tick marks instead of spaces and get an answer of 13. Watch for this misconception and guide students to make a distinction between tick marks and intervals if necessary.



A STORY OF UNITS Lesson 2

T: I'll draw a dot on the spot where the tick mark and number line cross and label it *R* for recess. (Draw and label as shown on the right.) That dot shows the location of a **point**. Finding and drawing a point is called **plotting** a position on the number line.



- T: At 1:35 p.m., we'll start science. Is 1:35 p.m. between 1:00 p.m. and 2:00 p.m.?
- S: (Agree.)
- T: Plot 1:35 p.m. as a point on your number line. Label it *C*.
- S: (Plot a point on the number line at 1:35.)

Continue guided practice using the following suggested sequence: 1:45 p.m. and 2:00 p.m.

- T: How does the number line you've labeled compare to the analog clock on the wall?
- S: We count the minutes by fives on both. → The clock is like the number line wrapped in a circle.

Part 3: Relate the number line to the clock and tell time to the nearest 5 minutes.

Students have Template 2 (two clocks) ready. Display a clock face without hands.

- T: We counted by fives to plot minutes on a number line, and we'll do the same on a clock.
- T: How many 5-minute intervals show 15 minutes on a clock?
- S: 3 intervals.
- T: We started at 0 on the number line, but a clock has no 0. Where is the starting point on a clock?
- S: The 12.
- T: Let's count each 5-minute interval and plot a point on the clock to show 15 minutes. (Model.)

Options for further practice:

- Plot 30 minutes, 45 minutes, and 55 minutes using the process above.
- Write 9:15 a.m., 3:30 p.m., and 7:50 a.m. on the board as they would appear on a digital clock, or say the time rather than write it. Students copy each time, plot points, and draw hands to show that time. (Model drawing hands with 10:20 a.m.)



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

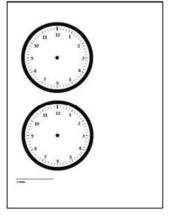
Extend the discussion by inviting students to discuss whether or not 12:55 p.m. and 2:15 p.m. can be plotted on this number line. Help them reason about their answer and think about where the times might be plotted, given the continuity of time.



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Activate prior knowledge about the minute hand and hour hand learned in Grade 2 Module 2. Review their difference in purpose, as well as in length.

Template 2





Lesson 2:

Relate skip-counting by fives on the clock and telling time to a continuous measurement model, the number line.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (10 minutes)

Lesson Objective: Relate skip-counting by fives on the clock and telling time to a continuous measurement model, the number line.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

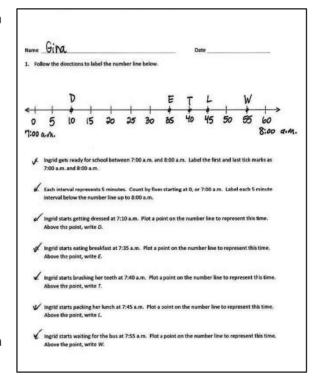
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson

Any combination of the questions below may be used to lead the discussion.

- In Problem 2, what information was important for plotting the point on the number line that matched the time shown on each clock?
- Each **interval** on the analog clock is labeled with the numbers 1–12. Compare those with our labels from 0 to 60 on the number line. What do the labels represent on both tools?
- How does multiplication using units of 5 help you read or measure time?
- Students may have different answers for Problem 4 (11:25 p.m. may come before or after 11:20 a.m.). Allow students with either answer a chance to explain their thinking.



Problem 4 is likely to pose the biggest challenge. It requires understanding the difference between a.m. and p.m.
This concept was introduced in Grade
2. One option would be to review it with students before they begin the Problem Set. Another option would be to allow them to grapple with the question and support understanding through the Student Debrief.

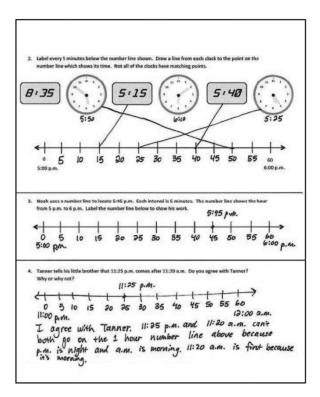


- How did our minute counting and time telling activities in today's Fluency Practice help you with the rest of the lesson?
- Look at the number line used for Problem 2. Where do you think 5:38 would be? (This anticipates Lesson 3 by counting by fives and then ones on a number line.)



Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students





Name	Date	

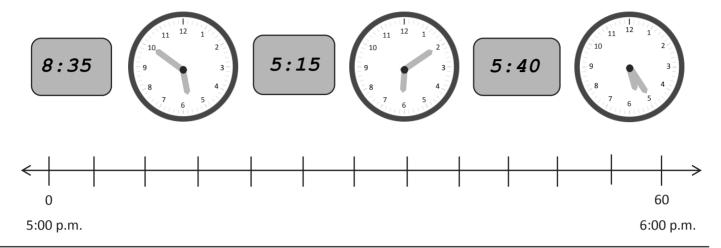
1. Follow the directions to label the number line below.



- a. Ingrid gets ready for school between 7:00 a.m. and 8:00 a.m. Label the first and last tick marks as 7:00 a.m. and 8:00 a.m.
- b. Each interval represents 5 minutes. Count by fives starting at 0, or 7:00 a.m. Label each 5-minute interval below the number line up to 8:00 a.m.
- c. Ingrid starts getting dressed at 7:10 a.m. Plot a point on the number line to represent this time. Above the point, write D.
- d. Ingrid starts eating breakfast at 7:35 a.m. Plot a point on the number line to represent this time. Above the point, write E.
- e. Ingrid starts brushing her teeth at 7:40 a.m. Plot a point on the number line to represent this time. Above the point, write T.
- f. Ingrid starts packing her lunch at 7:45 a.m. Plot a point on the number line to represent this time. Above the point, write L.
- g. Ingrid starts waiting for the bus at 7:55 a.m. Plot a point on the number line to represent this time. Above the point, write W.



2. Label every 5 minutes below the number line shown. Draw a line from each clock to the point on the number line which shows its time. Not all of the clocks have matching points.



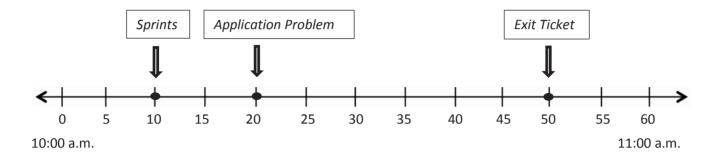
3. Noah uses a number line to locate 5:45 p.m. Each interval is 5 minutes. The number line shows the hour from 5 p.m. to 6 p.m. Label the number line below to show his work.



4. Tanner tells his little brother that 11:25 p.m. comes after 11:20 a.m. Do you agree with Tanner? Why or why not?

Namo	Dato	
Name	Date	

The number line below shows a math class that begins at 10:00 a.m. and ends at 11:00 a.m. Use the number line to answer the following questions.



- a. What time do Sprints begin?
- b. What time do students begin the Application Problem?
- c. What time do students work on the Exit Ticket?
- d. How long is math class?



Name	Date			
Follow the directions to label the number line below.				
« +				
a.	The basketball team practices between 4:00 p.m. and 5:00 p.m. Label the first and last tick marks as 4:00 p.m. and 5:00 p.m.			
b.	Each interval represents 5 minutes. Count by fives starting at 0, or 4:00 p.m. Label each 5-minute interval below the number line up to 5:00 p.m.			
C.	The team warms up at 4:05 p.m. Plot a point on the number line to represent this time. Above the point, write $\it W$.			
d.	The team shoots free throws at 4:15 p.m. Plot a point on the number line to represent this time. Above the point, write F .			
e.	The team plays a practice game at 4:25 p.m. Plot a point on the number line to represent this time. Above the point, write <i>G</i> .			
f.	The team has a water break at 4:50 p.m. Plot a point on the number line to represent this time. Above the point, write <i>B</i> .			

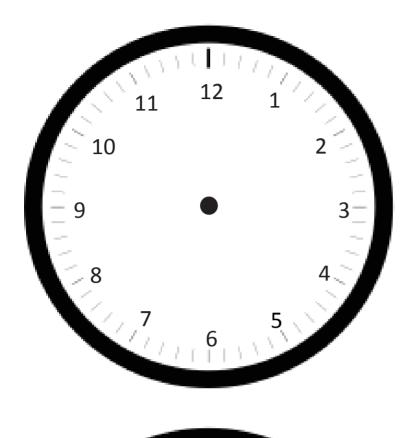


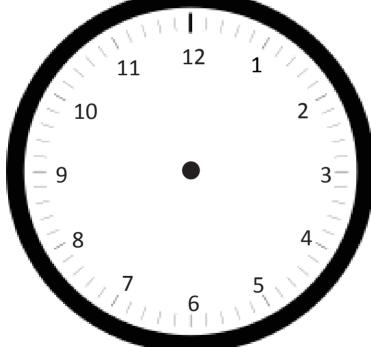
Above the point, write P.

g. The team reviews their plays at 4:55 p.m. Plot a point on the number line to represent this time.

tape diagram







two clocks



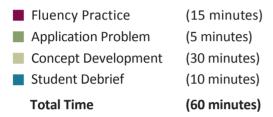
Lesson 2:

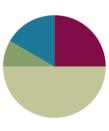
Relate skip-counting by fives on the clock and telling time to a continuous measurement model, the number line.

Lesson 3

Objective: Count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock.

Suggested Lesson Structure





Fluency Practice (15 minutes)

Tell Time on the Clock 2.MD.7	(3 minutes)
■ Decompose 60 Minutes 3.MD.1	(6 minutes)
Minute Counting 3.MD.1	(3 minutes)
■ Group Counting 3.0A.1	(3 minutes)

Tell Time on the Clock (3 minutes)

Materials: (T) Analog clock for demonstration (S) Personal white board

Note: This activity reviews the Grade 2 standard of telling and writing time to the nearest 5 minutes. It reviews Lesson 2 and prepares students to count by 5 minutes and some ones in this lesson.

- T: (Show an analog demonstration clock.) Start at 12 and count by 5 minutes on the clock. (Move finger from 12 to 1, 2, 3, 4, etc., as students count.)
- S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.
- T: I'll show a time on the clock. Write the time on your personal white board. (Show 4:00.)
- S: (Write 4:00.)
- T: (Show 4:15.)
- S: (Write 4:15.)

Repeat process, varying the hour and 5-minute interval so that students read and write a variety of times to the nearest 5 minutes.



Decompose 60 Minutes (6 minutes)

Materials: (S) Personal white board

Note: Decomposing 60 minutes using a number bond helps students relate part—whole thinking to telling time.

- T: (Project a number bond with 60 minutes written as the whole.) There are 60 minutes in 1 hour.
- T: (Write 50 minutes as one of the parts.) On your board, draw this number bond and complete the unknown part.
- S: (Draw number bond with 10 minutes, completing the unknown part.)

Repeat the process for 30 minutes, 40 minutes, 45 minutes, and 35 minutes.



Minute Counting (3 minutes)

Note: Students practice counting strategies for multiplication in the context of time. This activity prepares students for telling time to the nearest minute and builds skills for using mental math to add and subtract minute intervals in Lesson 5.

Use the process outlined for this activity in Lesson 1. Direct students to count by 5 minutes to an hour, half hour, and quarter hour.

- 6 minutes, counting to 1 hour, and naming half hour and 1 hour intervals as such
- 3 minutes, counting to 30 minutes, and naming the quarter hour and half hour intervals as such
- 9 minutes, counting to quarter 'til 1 hour
- 10 minutes, using the following sequence: 10 minutes,
 20 minutes, half hour, 40 minutes,
 1 hour

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

The vocabulary half-past, quarter-past and quarter 'til might be challenging for students. Consider reviewing the phrases by writing the words on the board and having students read them chorally. As you define the phrases for students, next to each one, draw a circle with clock hands pointing to the place that corresponds to the language. Leave it on the board for students to reference during this activity.

Group Counting (3 minutes)

Note: Group counting reviews the interpretation of multiplication as repeated addition. Counting by sevens, eights, and nines in this activity anticipates multiplication using those units in Module 3.

Direct students to count forward and backward using the following suggested sequence, occasionally changing the direction of the count:

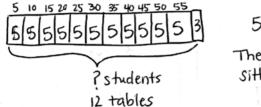
- Sevens to 42, emphasizing the transition from 35 to 42
- Eights to 48, emphasizing the transition from 40 to 48
- Nines to 54, emphasizing the transition from 45 to 54



Lesson 3:

Application Problem (5 minutes)

There are 12 tables in the cafeteria. Five students sit at each of the first 11 tables. Three students sit at the last table. How many students are sitting at the 12 tables in the cafeteria?



There are 68 students sitting in the cafeteria.

Note: This problem activates prior knowledge from Module 1 about multiplying by 5. Students relate this work from the Application Problem to modeling minutes on the number line in the Concept Development.

Concept Development (30 minutes)

Materials: (T) Analog clock for demonstration (S) Personal white board, centimeter ruler, clock (Template) (pictured to the right)

Problem 1: Count minutes by fives and ones on a number line.

- T: Use your ruler to draw a 12-centimeter line on your personal white board. Start at the 0 mark, and make a tick mark at each centimeter up to the number 12. Label the first tick mark 0 and the last tick mark 60. Then, count by fives from 0 to 60 to label each interval, like we did in the last lesson.
- S: (Draw and label a number line as shown.)



- T: Put your finger on 0. Count by ones from 0 to 5. What numbers did you count between 0 and 5?
- S: 1, 2, 3, and 4.
- T: We could draw tick marks, but let's instead imagine they are there. Can you see them?
- S: Yes!
- T: Put your finger on 5. Count on by ones from 5 to 10. What numbers did you count between 5 and 10?
- S: 6, 7, 8, and 9.
- T: Can you imagine those tick marks, too?



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Template

Use preprinted number lines for students with fine motor or perception difficulties. You can also have students actually draw all the tick marks, but be aware this may encourage counting all when the objective is to count by fives and ones



Lesson 3:

Count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock.

- S: Yes!
- T: Let's find 58 minutes on the number line. Put your finger on 0. Count by five to 55.
- S: (Count 11 fives.)
- T: Let's draw the tick marks from 55 to 60. Count with me as I draw the tick marks from 55 to 60. Start at 55, which is already there.
- S: 55, (begin drawing) 56, 57, 58, 59, (stop drawing) 60.
- T: How many ticks did I draw?
- S: 4
- T: Go ahead and draw yours. (Allow students time to draw.)
- T: Count on by ones to find 58 using the tick marks we made in the interval between 55 and 60.

MP.6



- S: (Count on by ones and say numbers aloud.) 56, 57, 58.
- T: How many fives did we count?
- S: 11.
- T: How many ones did we count?
- S: 3.
- T: 11 fives + 3. How can we write that as multiplication? Discuss with your partner.
- S: $(11 \times 5) + 3$.
- T: Discuss with a partner how our modeling with the number line relates to the Application Problem.
- S: (Discuss.)

Repeat the process with other combinations of fives and ones, such as $(4 \times 5) + 2$ and $(0 \times 5) + 4$.

- T: Which units did we count by on the number line to solve these problems?
- S: Fives and ones.
- T: Whisper to your partner. What steps did we take to solve these problems on the number line?
- S: (Discuss.)

Problem 2: Count by fives and ones on a number line to tell time to the nearest minute.

- T: I arrived at school this morning at 7:37 a.m. Let's find that time on our number line. Label 7:00 a.m. above the 0 mark and 8:00 a.m. above the 60 mark.
- S: (Label 7:00 a.m. and 8:00 a.m.)
- T: Which units should we count by to get to 7:37?
- S: Count by fives to 7:35 and then by ones to 7:37.
- T: How many fives?
- S: 7 fives.
- T: How many ones?
- S: 2 ones.



- T: Let's move our fingers over 7 fives and 2 ones on the number line.
- S: (Move fingers and count.)
- T: Give me a number sentence.
- S: $(7 \times 5) + 2 = 37$.
- T: Plot the point on your number line.

Repeat the process with other times that can be plotted on this same number line, such as 7:13 a.m., 7:49 a.m., and 7:02 a.m.

Problem 3: Count by fives and ones on a clock to tell time to the nearest minute.

- T: Insert the clock template in your personal white board. How is the clock similar to our number line?
- S: There are 4 tick marks between the numbers on both. → They both have intervals of 5 with 4 marks in between.
- T: What do the small tick marks represent on the clock?
- S: Ones. \rightarrow 1 minute!
- T: We can use a clock just like we use a number line to tell time because a clock is a circular number line. Imagine twisting our number line into a circle. In your mind's eye, at what number do the ends of your number line connect?



- S: At the 12.
- T: The 12 on the clock represents the end of one hour and the beginning of another.
- T: (Project the analog clock and draw the hands as shown.) This clock shows what time I woke up this morning. Draw the minute hand on your clock to look like mine.
- S: (Draw the hand on the clock template.)
- T: Let's find the minutes by counting by fives and ones. Put your finger on the 12—the zero—and count by fives with me.
- S: (Move finger along the clock and count by fives to 45.)
- T: (Stop at 45.) How many minutes?
- S: 45.
- T: Let's count on by ones until we get to the minute hand. Move your finger and count on with me.
- S: 46, 47, 48. (Move finger and count on by ones.)
- T: How many minutes?
- S: 48.
- T: Draw the hour hand. How many hours?
- S: 5.
- T: What is the time?
- S: 5:48 a.m.
- T: Write the time on your personal white boards.
- S: (Write 5:48 a.m.)



Repeat the process of telling time to the nearest minute, providing a small context for each example. Use the following suggested sequence: 12:14 a.m. and 2:28 p.m.

T: Can anyone share another strategy they used to tell the time on the clock for 2:28 p.m. other than counting by fives and ones from the 0 minute mark?

S: I started at 2:30 p.m. and counted back 2 minutes to get to 2:28 p.m.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (10 minutes)

Lesson Objective: Count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- Look at Problem 1. Talk to a partner: How is the number line similar to the analog clock? How is it different?
- What strategy did you use to draw the hands on the clock in Problem 3?
- 1. Plot a point on the number line for the times shown on the clocks below. Then draw a line to match the clocks to the points.

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 1. Plot a point on the number line for the times shown on the clocks below. Then draw a line to match the clock below to show what time lessie woke up this morning at 6.48 a.m. Draw hands on the clock below to show what time lessie woke up.

 2. Jessie woke up this morning at 6.48 a.m. Draw hands on the clock below to show what time Mrs. Barnes starts teaching math at 8.23 a.m. Draw hands on the clock below to show what time Mrs. Barnes starts teaching math.

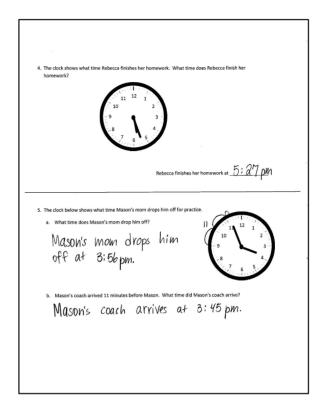
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- Look at Problem 4. How many fives did you count by? Write a multiplication equation to show that. How many ones did you count on by? Write a multiplication equation to show that. How many minutes altogether?
- How does the tape diagram that many of us drew to solve the Application Problem relate to the first number line we drew in the Concept Development?
- Look at Problem 5. Can you share another strategy you used to tell the time on the clock other than counting by fives and ones from the 0 minute mark?



(In anticipation of Lesson 4, which involves solving word problems with time intervals, have students discuss Problem 5(b).) How is Problem 5(b) different from the rest of the problems? How can you solve Problem 5(b)?

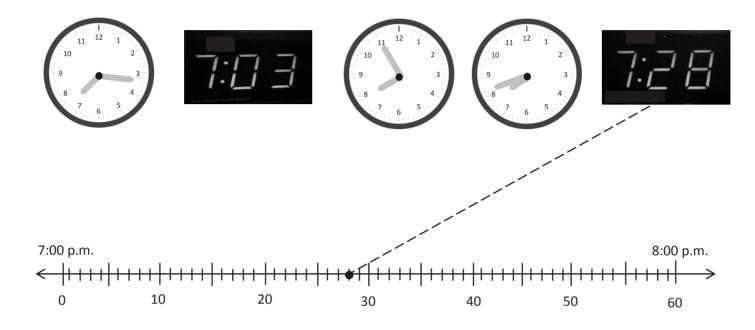
Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

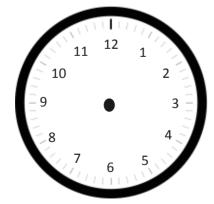




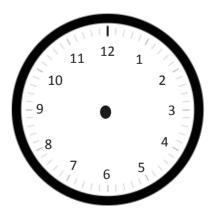
1. Plot a point on the number line for the times shown on the clocks below. Then, draw a line to match the clocks to the points.



2. Jessie woke up this morning at 6:48 a.m. Draw hands on the clock below to show what time Jessie woke up.



3. Mrs. Barnes starts teaching math at 8:23 a.m. Draw hands on the clock below to show what time Mrs. Barnes starts teaching math.

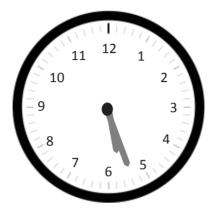


EUREKA

Lesson 3:

Count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock.

4. The clock shows what time Rebecca finishes her homework. What time does Rebecca finish her homework?



Rebecca finishes her homework at ______.

- 5. The clock below shows what time Mason's mom drops him off for practice.
 - a. What time does Mason's mom drop him off?



b. Mason's coach arrived 11 minutes before Mason. What time did Mason's coach arrive?

The clock shows what time Jason gets to school in the morning.

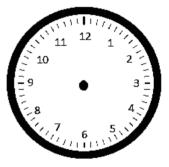
Arrival at School

a. What time does Jason get to school?



b. The first bell rings at 8:23 a.m. Draw hands on the clock to show when the first bell rings.

First Bell Rings



c. Label the first and last tick marks 8:00 a.m. and 9:00 a.m. Plot a point to show when Jason arrives at school. Label it A. Plot a point on the line when the first bell rings and label it B.



Date _____

1. Plot points on the number line for each time shown on a clock below. Then, draw lines to match the clocks to the points.

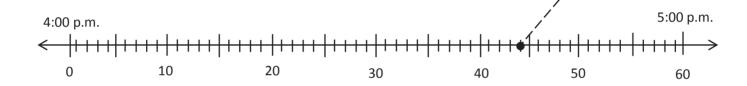




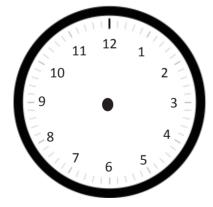




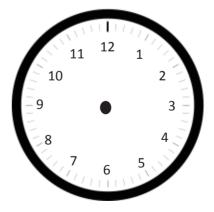




2. Julie eats dinner at 6:07 p.m. Draw hands on the clock below to show what time Julie eats dinner.



3. P.E. starts at 1:32 p.m. Draw hands on the clock below to show what time P.E. starts.

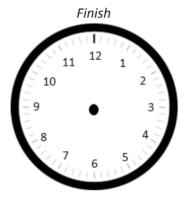


Lesson 3:

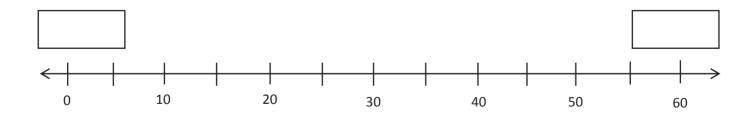
Count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock.

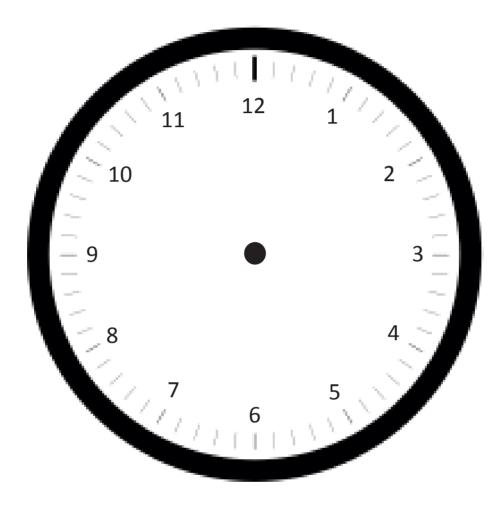
- 4. The clock shows what time Zachary starts playing with his action figures.
 - What time does he start playing with his action figures?
- Start

- b. He plays with his action figures for 23 minutes. What time does he finish playing?
- c. Draw hands on the clock to the right to show what time Zachary finishes playing.



d. Label the first and last tick marks with 2:00 p.m. and 3:00 p.m. Then, plot Zachary's start and finish times. Label his start time with a B and his finish time with an F.





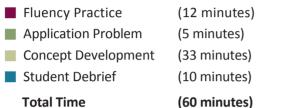
clock

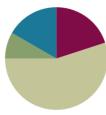


Lesson 4

Objective: Solve word problems involving time intervals within 1 hour by counting backward and forward using the number line and clock.

Suggested Lesson Structure





Fluency Practice (12 minutes)

	Group Counting 3.OA.1	(3 minutes)
•	Tell Time on the Clock 3.MD.1	(3 minutes)
•	Minute Counting 3.MD.1	(6 minutes)

Group Counting (3 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition. Counting by sevens, eights, and nines in this activity anticipates multiplication using those units in Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count using the following suggested sequence:

- Sevens to 49, emphasizing the transition from 35 to 42
- Eights to 56, emphasizing the transition from 48 to 56
- Nines to 63, emphasizing the transition from 54 to 63

Tell Time on the Clock (3 minutes)

Materials: (T) Analog clock for demonstration (S) Personal white board

Note: This activity provides additional practice with the skill of telling time to the nearest minute, taught in Lesson 3.

- T: (Show an analog demonstration clock.) Start at 12 and count by 5 minutes on the clock. (Move finger from 12 to 1, 2, 3, 4, etc., as students count.)
- S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.

Lesson 4:



- T: I'll show a time on the clock. Write the time on your board. (Show 11:23.)
- S: (Write 11:23.)
- T: (Show 9:17.)
- S: (Write 9:17.)

Repeat process, varying the hour and minute so that students read and write a variety of times to the nearest minute.

Minute Counting (6 minutes)

Note: This activity reviews the Grade 2 standard of telling and writing time to the nearest 5 minutes. Students also practice group counting strategies for multiplication in the context of time.

Use the process outlined for this activity in Lesson 1. Direct students to count by 5 minutes to 1 hour, forward and backward, naming the quarter hour and half hour intervals as such. Repeat the process:

- 6 minutes to 1 hour, naming the half hour and 1 hour intervals as such
- 3 minutes to 30 minutes, naming the quarter hour and half hour intervals as such
- 9 minutes to quarter 'til 1 hour
- 10 minutes, using the following sequence: 10 minutes, 20 minutes, 1 half hour, 40 minutes,
 50 minutes, 1 hour

Application Problem (5 minutes)

Display a clock and number line as shown.

Patrick and Lilly start their chores at 5:00 p.m. The clock shows what time Lilly finishes. The number line shows what time Patrick finishes. Who finishes first? Explain how you know. Solve the problem without drawing a number line. You might want to visualize or use your clock template, draw a tape diagram, use words, number sentences, etc.

Note: This problem reviews Lesson 3, telling time to the nearest minute. This problem is used in the first example of the Concept Development to solve word problems involving minute intervals. Patrick: 5:31
Lilly: 5:43
Patrick finishes his chores first because 5:31 comes before 5:43. I know this because I pictured Potrick's time on the clock that shows Lilly's time.



Lesson 4:

Concept Development (33 minutes)

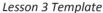
Materials: (T) Analog clock for demonstration (S) Personal white board, number line (Template), clock (Lesson 3 Template)

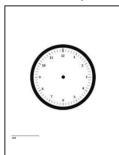
Problem 1: Count forward and backward using a number line to solve word problems involving time intervals within 1 hour.

- T: Look back at your work on today's Application Problem. We know that Lilly finished after Patrick. Let's use a number line to figure out how many more minutes than Patrick Lilly took to finish. Slip the number line Template into your personal white board.
- T: Label the first tick mark 0 and the last tick mark 60. Label the hours and 5-minute intervals.
- T: Plot the times 5:31 p.m. and 5:43 p.m.
- T: We could count by ones from 5:31 to 5:43. Instead, discuss with a partner a more efficient way to find the difference between Patrick and Lilly's times.
- S: (Discuss.)
- T: Work with a partner to find the difference between Patrick's and Lilly's times.
 - T: How many more minutes than Patrick did it take Lilly to finish her chores?
 - S: 12 minutes more.
 - T: What strategy did you use to solve this problem?
 - S: (Share possible strategies, listed below.)
 - Count by ones to 5:35, by fives to 5:40, by ones to 5:43.
 - Subtract 31 minutes from 43 minutes.
 - Count backwards from 5:43 to 5:31.
 - Know 9 minutes gets to 5:40 and 3 more minutes gets to 5:43.
 - Add a ten and 2 ones.

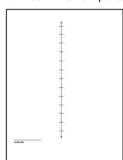
Repeat the process with other time interval word problems, varying the unknown as suggested below.

- Result unknown: Start time and minutes elapsed known, end time unknown. (We started math at 10:15 a.m. We worked for 23 minutes. What time was it when we ended?)
- Change unknown: Start time and end time known, minutes elapsed unknown. (Leslie starts reading at 11:24 a.m. She finishes reading at 11:57 a.m. How many minutes does she read?)





Number Line Template





NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

If appropriate for the class, discuss strategies for solving different problem types (start unknown, change unknown, result unknown). Although problem types can be solved using a range of strategies, some methods are more efficient than others depending on the unknown.



Lesson 4:

Solve word problems involving time intervals within 1 hour by counting backward and forward using the number line and clock.

Start unknown: End time and minutes elapsed known, start time unknown. (Joe finishes his homework at 5:48 p.m. He worked for 32 minutes. What time did he start his homework?)

Problem 2: Count forward and backward using a clock to solve word problems involving time intervals within 1 hour.

- T: It took me 42 minutes to cook dinner last night.
 I finished cooking at 5:56 p.m. What time did I start?
- T: Let's use a clock to solve this problem. Put the clock template in your board.
- T: Work with your partner to draw the hands on your clock to show 5:56 p.m.
- T: Talk with your partner, will you count backward or forward on the clock to solve this problem? (Allow time for discussion.)
- T: Use an efficient strategy to count back 42 minutes. Write the start time on your personal white board, and as you wait for others, record your strategy.

Circulate as students work and analyze their strategies so that you can select those you would like to have shared with the whole class. Also consider the order in which strategies will be shared.

- T: What time did I start making dinner?
- S: 5:14 p.m.
- T: I would like to ask Nina and Hakop to share their work, in that order.

Repeat the process with other time interval word problems, varying the unknown as suggested below.

- Result unknown: Start time and minutes elapsed known, end time unknown. (Henry starts riding his bike at 3:12 p.m. He rides for 36 minutes. What time does he stop riding his bike?)
- Change unknown: Start time and end time known, minutes elapsed unknown. (I start exercising at 7:12 a.m. I finish exercising at 7:53 a.m. How many minutes do I exercise?)
- Start unknown: End time and minutes elapsed known, start time unknown. (Cassie works on her art project for 37 minutes. She finishes working at 1:48 p.m. What time did she start working?)



NOTES ON

PROBLEM TYPES:

Tables 1 and 2 in the Glossary of the

Common Core Learning Standards for

Mathematics provide a quick reference of problem types and examples.

Students who struggle with comprehension may benefit from peers or teachers reading word problems aloud. This accommodation also provides students with the opportunity to ask clarifying questions as needed.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.



Student Debrief (10 minutes)

Lesson Objective: Solve word problems involving time intervals within 1 hour by counting backward and forward using the number line and clock.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

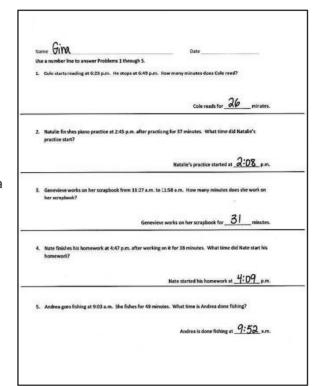
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

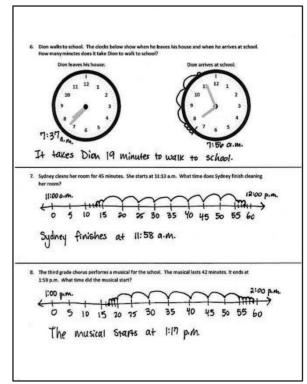
Any combination of the questions below may be used to lead the discussion.

- How are Problems 1 and 2 different? How did it affect the way you solved each problem?
- Did you count forward or backward to solve Problem 3? How did you decide which strategy to use?
- Discuss with a partner your strategy for solving Problem 6. What other counting strategies could you use with the clocks to get the same answer?
- Is 11:58 a.m. a reasonable answer for Problem 7? Why or why not?
- Explain to your partner how you solved Problem
 How might you solve it without using a number line or a clock?
- How did we use counting as a strategy to problem solve today?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.







Name	Date
Use a number line to answer Probler	ns 1 through 5.
	He stops at 6:49 p.m. How many minutes does Cole read?
	Cole reads for minute
Natalie finishes piano practice at practice start?	t 2:45 p.m. after practicing for 37 minutes. What time did Natalie's
	Natalie's practice started at p.n
3. Genevieve works on her scrapbo her scrapbook?	ook from 11:27 a.m. to 11:58 a.m. How many minutes does she work on
	Genevieve works on her scrapbook for minute:
4. Nate finishes his homework at 4: homework?	:47 p.m. after working on it for 38 minutes. What time did Nate start his
	Nate started his homework at p.n
5. Andrea goes fishing at 9:03 a.m.	She fishes for 49 minutes. What time is Andrea done fishing?
	Andrea is done fishing at a.n

6. Dion walks to school. The clocks below show when he leaves his house and when he arrives at school. How many minutes does it take Dion to walk to school?

Dion leaves his house:



Dion arrives at school:



7. Sydney cleans her room for 45 minutes. She starts at 11:13 a.m. What time does Sydney finish cleaning her room?

8. The third-grade chorus performs a musical for the school. The musical lasts 42 minutes. It ends at 1:59 p.m. What time did the musical start?

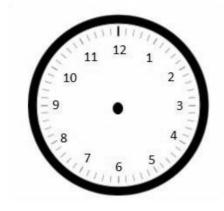


Lesson 4:

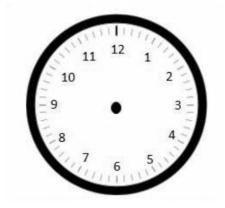
Date _____

Independent reading time starts at 1:34 p.m. It ends at 1:56 p.m.

1. Draw the start time on the clock below.



2. Draw the end time on the clock below.



3. How many minutes does independent reading time last?

Nar	me Date		
Record your homework start time on the clock in Problem 6.			
Use	e a number line to answer Problems 1 through 4.		
1.	Joy's mom begins walking at 4:12 p.m. She stops at 4:43 p.m. How many minutes does she walk?		
	Joy's mom walks for minute		
2.	Cassie finishes softball practice at 3:52 p.m. after practicing for 30 minutes. What time did Cassie's practice start?		
	Cassie's practice started at p.n		
3.	Jordie builds a model from 9:14 a.m. to 9:47 a.m. How many minutes does Jordie spend building his model?		
	Jordie builds for minute		
4.	Cara finishes reading at 2:57 p.m. She reads for a total of 46 minutes. What time did Cara start reading?		
	Cara started reading at p.n		

5. Jenna and her mom take the bus to the mall. The clocks below show when they leave their house and when they arrive at the mall. How many minutes does it take them to get to the mall?

Time when they leave home:



Time when they arrive at the mall:



6. Record your homework start time:

Record the time when you finish Problems 1–5:





How many minutes did you work on Problems 1–5?



number line



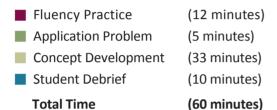
Lesson 4:

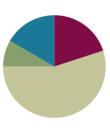
Solve word problems involving time intervals within 1 hour by counting backward and forward using the number line and clock.

Lesson 5

Objective: Solve word problems involving time intervals within 1 hour by adding and subtracting on the number line.

Suggested Lesson Structure





Fluency Practice (12 minutes)

	Group Counting 3.OA.1	(3 minutes)
•	Tell Time on the Clock 3.MD.1	(3 minutes)
•	Minute Counting 3.MD.1	(6 minutes)

Group Counting (3 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition. Counting by sevens, eights, and nines in this activity anticipates multiplication using those units in Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count, using the following suggested sequence:

- Sevens to 56, emphasizing the transition from 49 to 56
- Eights to 64, emphasizing the transition from 56 to 64
- Nines to 72, emphasizing the transition from 63 to 72

Tell Time on the Clock (3 minutes)

Materials: (T) Analog clock for demonstration (S) Personal white board

Note: This activity provides additional practice with the newly learned skill of telling time to the nearest minute.

- T: (Show an analog demonstration clock.) Start at 12 and count by 5 minutes on the clock. (Move finger from 12 to 1, 2, 3, 4, etc., as students count.)
- S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.
- T: I'll show a time on the clock. Write the time on your personal white board. (Show 5:07.)
- S: (Write 5:07.)



Lesson 5: Solve word problems involving time intervals within 1 hour by adding and subtracting on the number line.

- T: (Show 12:54.)
- S: (Write 12:54.)

Repeat process, varying the hour and minute so that students read and write a variety of times to the nearest minute.

Minute Counting (6 minutes)

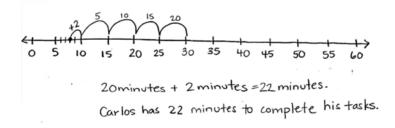
Note: This activity reviews the Grade 2 standard of telling and writing time to the nearest 5 minutes. Students practice group counting strategies for multiplication in the context of time.

Use the process outlined in Lesson 1. Direct students to count by 5 minutes to 1 hour, forward and backward, naming the quarter hour and half hour intervals as such. Repeat the process for the following suggested sequences:

- 3 minutes to 30 minutes, naming the quarter hour and half hour intervals as such
- 6 minutes to 1 hour, naming the half hour and 1 hour intervals as such
- 9 minutes to 45 minutes, naming the quarter hour and half hour intervals as such
 (45 minutes is named quarter 'til 1 hour)
- 10 minutes, using the following sequence: 10 minutes, 20 minutes, half hour, 40 minutes,
 50 minutes, 1 hour

Application Problem (5 minutes)

Carlos gets to class at 9:08 a.m. He has to write down homework assignments and complete morning work before math begins at 9:30 a.m. How many minutes does Carlos have to complete his tasks before math begins?



Note: This problem reviews Lesson 4 and provides a context for the problems in the Concept Development.

Encourage students to discuss how they might solve the problem using mental math strategies (e.g., count 9:18, 9:28 + 2 minutes, 2 + 20, 30 - 8).



Concept Development (33 minutes)

Materials: (S) Personal white board, number line (Lesson 4 Template)

Part 1: Count forward and backward to add and subtract on the number line.

- T: Use your number line template to label the points when Carlos arrives and when math starts.
- S: (Label.)
- T: Writing down homework assignments is the first thing Carlos does when he gets to class. It takes 4 minutes. Work with your partner to plot the point that shows when Carlos finishes this first task.
- T: At what time did you plot the point?
- S: 9:12 a.m.
- T: What does the interval between 9:12 and 9:30 represent?
- S: The number of minutes it takes Carlos to finish his morning work.
- T: How can we find the number of minutes it takes Carlos to complete morning work?
- S: Count on the number line. \rightarrow Count forward from 9:12 to 9:30.
- T: What addition sentence represents this problem?
- S: 12 minutes + = 30 minutes.
- T: With your partner, find the number of minutes it takes Carlos to complete morning work.
- T: How many minutes did it take Carlos to finish morning work?
- S: 18 minutes.
- T: Talk with your partner. How could we have modeled that problem by counting backward?
- S: We could have started at 9:30 and counted back until we got to 9:12.
- T: What subtraction sentence represents this problem?
- S: 30 minutes 12 minutes = 18 minutes.

Repeat the process using the following suggestions:

- Lunch starts at 12:05 p.m. and finishes at 12:40 p.m. How long is lunch?
- Joyce spends 24 minutes finding everything she needs at the grocery store. It takes her 7 minutes to pay. How long does it take Joyce to find her groceries and pay?

Part 2: Solve word problems involving time intervals within 1 hour.

- T: Gia, Carlos's classmate, gets to class at 9:11. It takes her 19 minutes to write homework assignments and complete morning work. How can we figure out if Gia will be ready to start math at 9:30?
- S: We have to find out what time Gia finishes.
- T: What do we know?
- S: We know what time Gia starts and how long it takes her to complete her tasks.
- T: What is unknown?
- S: The time that Gia finishes.

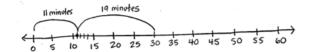


Lesson 5:

Solve word problems involving time intervals within 1 hour by adding and subtracting on the number line.

Lesson 4 Template

- T: How can we find what time Gia finishes morning work?
- S: We can start at 9:11 and add 19 minutes. → We can add 11 minutes and 19 minutes to find out how many minutes after 9:00 she finishes.
- T: (Draw the model below.) Talk with your partner about why this number line shows 11 minutes + 19 minutes. (Students discuss.)



- T: When we add our 2 parts, 11 minutes + 19 minutes, what is our whole?
- S: 30 minutes!
- T: Does Gia finish on time?
- S: Yes, just barely!
- T: Think back to the Application Problem where Carlos gets to class at 9:08 a.m. If he left for school at 9:00 a.m., then what do the 8 minutes from 9:00 to 9:08 represent?
- S: That's how long it takes Carlos to get to school.
- T: We know the whole, 30 minutes, and 1 part. What does the unknown part represent?
- S: The amount of time he takes to write homework and complete morning work.
- T: Work with your partner to draw a number line and label the known and unknown intervals.
- S: (Draw. One possible number line shown to the right.)
- T: What is 30 minutes 8 minutes?
- S: 22 minutes!

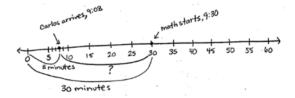
Repeat the process using the following suggestions:

- Joey gets home at 3:25 p.m. It takes him 7 minutes to unpack and 18 minutes to have a snack before starting his homework. What is the earliest time Joey can start his homework?
- Shane's family wants to start eating dinner at 5:45 p.m. It takes him 15 minutes to set the table and 7 minutes to help put the food out. If Shane starts setting the table at 5:25 p.m., will his chores be finished by 5:45 p.m.?
- Tim gets on the bus at 8:32 a.m. and gets to school at 8:55 a.m. How long is Tim's bus ride?
- Joanne takes the same bus as Tim, but her bus ride is 25 minutes. What time does Joanne get on the bus?



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Relate addition on the number line with part—whole thinking. Use this connection with prior knowledge to encourage students to move from counting forward and backward toward more efficient number line representations like those modeled. Allow less confident students to verify these strategies by counting forward and backward.





NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Students who need an additional challenge can write their own word problems using real-life experiences. Encourage them to precisely time themselves during an activity and use the information to write a word problem.



Lesson 5:

Solve word problems involving time intervals within 1 hour by adding and subtracting on the number line.

Davis has 3 problems for math homework. He starts at 4:08 p.m. The first problem takes him 5 minutes, and the second takes him 6 minutes. If Davis finishes at 4:23 p.m., how long does it take him to solve the last problem?

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. Depending on your class, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (10 minutes)

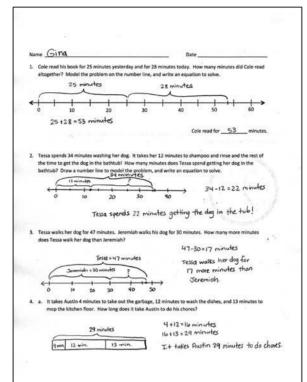
Lesson Objective: Solve word problems involving time intervals within 1 hour by adding and subtracting on the number line.

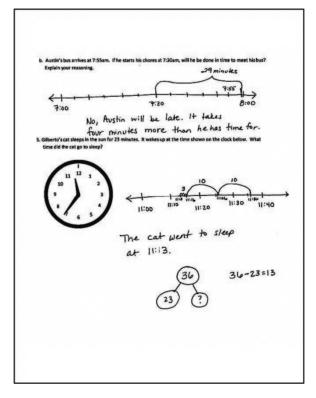
The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the losson.

Any combination of the questions below may be used to lead the discussion.

- Describe the process of drawing the number line for Problem 2. Explain how you labeled it. (Call on students who used different ways of thinking about and labeling parts and wholes to share.)
- How did your answer to Problem 4(a) help you solve Problem 4(b)?
- In Problem 5, you had to find a start time. How is your approach to finding a start time different from your approach to finding an end time?
- Besides a number line, what other models could you use to solve Problems 2, 4, and 5?







Lesson 5:

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.



1. Cole read his book for 25 minutes yesterday and for 28 minutes today. How many minutes did Cole read altogether? Model the problem on the number line, and write an equation to solve.



Cole read for _____ minutes.

2. Tessa spends 34 minutes washing her dog. It takes her 12 minutes to shampoo and rinse and the rest of the time to get the dog in the bathtub! How many minutes does Tessa spend getting her dog in the bathtub? Draw a number line to model the problem, and write an equation to solve.

3. Tessa walks her dog for 47 minutes. Jeremiah walks his dog for 30 minutes. How many more minutes does Tessa walk her dog than Jeremiah?



4. a. It takes Austin 4 minutes to take out the garbage, 12 minutes to wash the dishes, and 13 minutes to mop the kitchen floor. How long does it take Austin to do his chores?

b. Austin's bus arrives at 7:55 a.m. If he starts his chores at 7:30 a.m., will he be done in time to meet his bus? Explain your reasoning.

5. Gilberto's cat sleeps in the sun for 23 minutes. It wakes up at the time shown on the clock below. What time did the cat go to sleep?



Name	Date

Michael spends 19 minutes on his math homework and 17 minutes on his science homework.

How many minutes does Michael spend doing his homework?

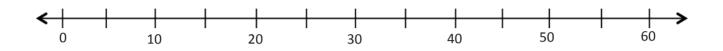
Model the problem on the number line, and write an equation to solve.



Michael spends _____ minutes on his homework.



1. Abby spent 22 minutes working on her science project yesterday and 34 minutes working on it today. How many minutes did Abby spend working on her science project altogether? Model the problem on the number line, and write an equation to solve.



Abby spent _____ minutes working on her science project.

2. Susanna spends a total of 47 minutes working on her project. How many more minutes than Susanna does Abby spend working? Draw a number line to model the problem, and write an equation to solve.

3. Peter practices violin for a total of 55 minutes over the weekend. He practices 25 minutes on Saturday. How many minutes does he practice on Sunday?

4. a. Marcus gardens. He pulls weeds for 18 minutes, waters for 13 minutes, and plants for 16 minutes. How many total minutes does he spend gardening?

b. Marcus wants to watch a movie that starts at 2:55 p.m. It takes 10 minutes to drive to the theater. If Marcus starts the yard work at 2:00 p.m., can he make it on time for the movie? Explain your reasoning.

5. Arelli takes a short nap after school. As she falls asleep, the clock reads 3:03 p.m. She wakes up at the time shown below. How long is Arelli's nap?





GRADE

Mathematics Curriculum



GRADE 3 • MODULE 2

Topic B

Measuring Weight and Liquid Volume in Metric Units

3.NBT.2, 3.MD.2

Focus Standards:	3.NBT.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
	3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (I). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
Instructional Days:	6	
Coherence -Links from:	G2-M2	Addition and Subtraction of Length Units
	G2-M3	Place Value, Counting, and Comparison of Numbers to 1000
	G3-M1	Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10
-Links to:	G4-M2	Unit Conversions and Problem Solving with Metric Measurement

Lessons 6 and 7 introduce students to metric weight measured in kilograms and grams. Students learn to use digital scales as they explore these weights. They begin by holding a kilogram weight to get a sense of its weight. Then, groups of students work with scales to add rice to clear plastic zippered bags until the bags reach a weight of 1 kilogram. Once the bags reach that weight, students decompose a kilogram using tenframes. They understand the quantity within 1 square of the ten-frame as an estimation of 100 grams. Upon that square they overlay another ten-frame, *zooming in* to estimate 10 grams. Overlaying once more leads to 1 gram. Students relate the decomposition of a kilogram to place value and the base ten system.

Throughout this two-day exploration, students reason about the size and weight of kilograms and grams in relation to one another without moving into the abstract world of conversion. They perceive the relationship between kilograms and grams as analogous to 1 meter decomposed into 100 centimeters. They build on Grade 2 estimation skills with centimeters and meters (2.MD.3) using metric weight. Students use scales to measure a variety of objects and learn to estimate new weights using knowledge of previously measured items. Their work with estimation in Topic B lays a foundation for rounding to estimate in the second half of the module.



A STORY OF UNITS

Topic B 3 • 2

In Lesson 8, students use scales to measure the weight of objects precisely, and then use those measurements to solve one-step word problems with like units. Word problems require students to add, subtract, multiply, and divide. Students apply estimation skills from Lesson 7 to reason about their solutions.

Notice that these lessons refer to *metric weight* rather than *mass*. This choice was made based on the K–5 Geometric Measurement progressions document that accompanies the CCSSM, which suggests that elementary school students may treat mass units as weight units.¹ Technically these are not equivalent, but the units can be used side by side as long as the object being measured stays on earth.² If students have already been introduced to the distinction between weight and mass, it may be appropriate to use the word *mass* rather than *weight*.

In Lessons 9 and 10, students measure liquid volume in liters using beakers and the vertical number line. This experience lends itself to previewing the concept and language of rounding: Students might estimate, for example, a given quantity as *halfway* between 1 and 2 or *nearer* to 2. Students use small containers to decompose 1 liter and reason about its size. This lays a conceptual foundation for Grade 4 work with milliliters and the multiplicative relationship of metric measurement units (4.MD.1). In these lessons, students solve one-step word problems with like units using all four operations.

Topic B culminates in solving one-step word problems with like units. Lesson 11 presents students with mixed practice, requiring students to add, subtract, multiply, and divide to find solutions to problems involving grams, kilograms, liters, and milliliters.

²Page 2 of the K–5, Geometric Measurement progression document reads, "...mass is the amount of matter in an object. Weight is the force exerted on the body by gravity. On the earth's surface, the distinction is not important (on the moon, an object would have the same mass, would weight [sic] less due to the lower gravity)." To keep focused, these lessons purposefully do not introduce the distinction between weight and mass because it is not needed at this level.



¹Page 2 of the K–5, Geometric Measurement progression document reads, "The Standards do not differentiate between weight and mass."

Topic B 3•2

A Teaching Sequence Toward Mastery of Measuring Weight and Liquid Volume in Metric Units

- Objective 1: Build and decompose a kilogram to reason about the size and weight of 1 kilogram, 100 grams, 10 grams, and 1 gram.

 (Lesson 6)
- Objective 2: Develop estimation strategies by reasoning about the weight in kilograms of a series of familiar objects to establish mental benchmark measures.

 (Lesson 7)
- Objective 3: Solve one-step word problems involving metric weights within 100 and estimate to reason about solutions.

 (Lesson 8)
- Objective 4: Decompose a liter to reason about the size of 1 liter, 100 milliliters, 10 milliliters, and 1 milliliter.

 (Lesson 9)
- Objective 5: Estimate and measure liquid volume in liters and milliliters using the vertical number line. (Lesson 10)
- Objective 6: Solve mixed word problems involving all four operations with grams, kilograms, liters, and milliliters given in the same units.

 (Lesson 11)



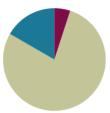
Lesson 6

Objective: Build and decompose a kilogram to reason about the size and weight of 1 kilogram, 100 grams, 10 grams, and 1 gram.

Suggested Lesson Structure



Total Time (60 minutes)



Fluency Practice (3 minutes)

■ Tell Time on the Clock **3.MD.1** (3 minutes)

Tell Time on the Clock (3 minutes)

Materials: (T) Analog clock for demonstration

(S) Personal white board

Note: This activity provides additional practice with the newly learned skill of telling time to the nearest minute.

- T: (Show an analog demonstration clock.) Start at 12 and count by 5 minutes on the clock. (Move finger from 12 to 1, 2, 3, 4, etc., as students count.)
- S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.
- T: I'll show a time on the clock. Write the time on your personal white board. (Show 7:13.)
- S: (Write 7:13.)
- T: (Show 6:47.)
- S: (Write 6:47.)

Repeat process, varying the hour and minute so that students read and write a variety of times to the nearest minute.



Lessons 6–8 refer to *metric weight* rather than *mass*. This choice was made based on the K–5 Geometric Measurement progressions document that accompanies the CCSSM, which suggests that elementary school students may treat mass units as weight units. Technically these are not equivalent, but the units can be used side by side as long as the object being measured stays on earth. If students have already been introduced to the distinction between weight and mass, it may be appropriate to use the word *mass* rather than *weight*. Please refer to the Topic B Opener for more information.



Concept Development (47 minutes)

Materials: (T) 1-kilogram weight, 1-kilogram benchmark bag of beans (S) 1-kilogram benchmark bag of beans (one per pair of students), digital metric scale, pan balance, gallon-sized sealable bag, rice, paper cup, dry-erase marker, Problem Set

Part 1: Use a pan balance to make a 1-kilogram bag of rice.

- T: Today we are going to explore a **kilogram**. It's a unit used to measure weight. (Write the word *kilogram* on the board.) Whisper *kilogram* to a partner.
- S: Kilogram.
- T: (Pass out a 1-kilogram bag of beans to each pair of students.) You are holding 1 kilogram of beans.

 To record 1 kilogram, we abbreviate the word *kilogram* by writing *kg*. (Write 1 *kg* on the board.) Read this weight to a partner.
- S: 1 kg. \rightarrow 1 kilogram.
- T: (Show pan balance. See illustration in Module Overview.) This is a pan balance. Watch what happens when I put a 1-kilogram weight on one of the pans. (Turn and talk.) What will happen when I put a 1-kilogram bag of beans on the other pan?
- T: (Put another bag of beans on the other side of the pan balance.) How do we know it's balanced now?
- S: Both sides are the same. → Both pans have the same amount on them. That makes it balanced. → Both pans have 1 kilogram on them, so they are equal, which balances the scale.
- T: (Provide pan balances, gallon-sized sealable bags, and rice.) Work with a partner.
 - 1. Put a 1-kilogram bag of beans on one of the pans.
 - 2. Put the empty bag on the other side, and add rice to it until the pan balance is balanced.
 - 3. Answer Problem 1 on the Problem Set.



NOTES ON MATERIALS:

You might consider having the premade 1-kilogram benchmark bags hold rice, and students' benchmark bag hold beans. Beans may be easier for students to pour and clean up in case of a spill. The purpose of using these 2 different materials is for students to see that 1 kilogram is not just made using 1 particular material.



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Pre-teach new vocabulary and abbreviations whenever possible, making connections to students' prior knowledge. Highlight the similarities between *kilogram* and *kg* to aid comprehension and correct usage.



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Provide a checklist of the steps to support students in monitoring their own progess.



Part 2: Decompose 1 kilogram.

Students work in pairs.

T: Be sure your bag is sealed, and then lay it flat on your desk. Move the rice to smooth it out until it fills the bag.

- T: Using your dry-erase marker, estimate to draw a ten-frame that covers the whole bag of rice. (Ten-frame drawn on the bag on the right.)
- T: The whole bag contains 1 kilogram of rice. We just decomposed the rice into 10 equal parts. These equal parts can be measured with a smaller unit of weight called **grams**. (Write *grams* on the board.) Whisper the word *grams* to your partner.
- S: Grams.
- T: Each part of the ten-frame is about 100 grams of rice. To record 100 grams, we can abbreviate using the letter g. (Write $100 \ g$ on the board.) Write $100 \ g$ in each part of the ten-frame.
- T: How many hundreds are in 1 kilogram of rice?
- S: 10 hundreds!
- T: Let's skip-count hundreds to find how many grams of rice are in the whole bag. Point to each part of the ten-frame as we skip-count.
- S: (Point and skip-count.) 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000.
- T: How many grams of rice are in the whole bag?
- S: 1000 grams!
- T: One kilogram of rice is the same as 10 hundreds, or 1000 grams, of rice.
- T: A digital scale helps us measure the weight of objects. Let's use it to measure 100 grams of rice. To measure weight on this scale, you read the number on the display screen. There is a *g* next to the display screen which means that this scale measures in grams. Put an empty cup on your digital scale. Carefully scoop rice from your bag into the cup until the scale reads 100 g.
- T: How many grams are still in your bag?
- S: 900 grams.
- T: How many grams are in your cup?
- S: 100 grams.
- T: Turn and talk to a partner, will your bag of rice balance the pan balance with the 1-kilogram bag of beans? Why or why not?
- T: Check your prediction by using the pan balance to see if the bag of rice balances with the bag of beans.
- S: (Use pan balance to see that the bags are not balanced anymore.)





Decompose 100 g into 10 groups of 10 g.





- T: Carefully set the cup of rice on the same pan as the bag of rice. Is it balanced now?
- S: Yes, because both sides are 1 kilogram!
- T: Pour the rice from the cup back into the bag. How many grams are in the bag?
- S: 1000 grams.
- T: Answer Problem 2 on your Problem Set.

Follow the same process to further decompose:

- Decompose 100 grams into 10 groups of 10 grams by drawing a new ten-frame within 1 part of the first ten-frame (shown to the right). Use the digital scale to scoop 100 grams into a cup again and then scoop 10 grams into another cup. How many grams are left in the first cup? How many grams are in the smaller cup? Students pour the rice back into the bag and answer Problem 3.
- Decompose 10 grams into 10 groups of 1 gram by drawing a new ten-frame within 1 part of the second ten-frame (shown to the right). Have a discussion about the difficulty of weighing 1 gram using the previous method. Students answer Problem 4.

Decompose 10 g into 10 groups of 1 g.



Problem Set (5 minutes)

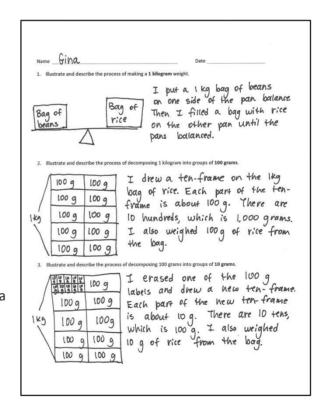
Problems 1–4 in the Problem Set are intended to be completed during the Concept Development. Students can use this time to complete Problem 5.

Student Debrief (10 minutes)

Lesson Objective: Build and decompose a kilogram to reason about the size and weight of 1 kilogram, 100 grams, 10 grams, and 1 gram.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.



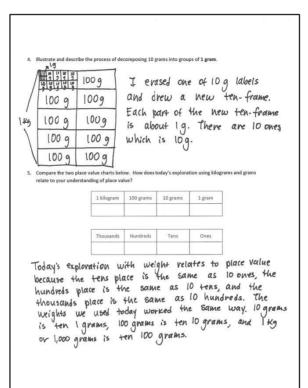


Any combination of the questions below may be used to lead the discussion.

- How are the units kilogram and gram similar? How are they different?
- Explain to a partner how you used a pan balance to create a bag of rice that weighed 1 kilogram.
- Could we have used the digital scale to create a bag of rice that weighs 1 kilogram? Why or why not?
- How many equal parts were there when you decomposed 1 kilogram into groups of 100 grams? 100 grams into groups of 10 grams? 10 grams into groups of 1 gram? How does this relationship help you answer Problem 5?



- What new math vocabulary did we use today to communicate precisely about weight?
- At the beginning of our lesson, we used a number bond to show an hour in two parts that together made the whole. How did we also show parts that together made a whole kilogram?



Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.



Nar	me	Date
1.	Illustrate and describe the process of making a 1-kilogram weight.	
2.	Illustrate and describe the process of decomposing 1 kilogram into gr	oups of 100 grams.

3. Illustrate and describe the process of decomposing 100 grams into groups of 10 grams.



4.	Illustrate and	describe the	process of	decomposing	10 8	grams into	groups of 1	gram.
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5. Compare the two place value charts below. How does today's exploration using kilograms and grams relate to your understanding of place value?

1 kilogram	100 grams	10 grams	1 gram

Thousands	Hundreds	Tens	Ones



A STORY OF UNITS

Lesson 6 Exit Ticket 3-2

Name	Date
Ten bags of sugar weigh 1 kilogram. How many grams does each	h bag of sugar weigh?



Lesson 6:

۷a	me					Date	
1.	Use the chart to help you answer the following questions:						
			1 kilogram	100 grams	10 grams	1 gram	
	a.	Isaiah puts scale?	a 10-gram weight	on a pan balance.	How many 1-gram	weights does he n	eed to balance the
	b.	Next, Isaial balance the	n puts a 100-gram e scale?	weight on a pan ba	lance. How many	10-gram weights d	oes he need to
	C.	Isaiah then balance the	puts a kilogram w e scale?	eight on a pan bala	nce. How many 10	00-gram weights d	oes he need to
	d.	What patte	ern do you notice i	n Parts (a–c)?			

2. Read each digital scale. Write each weight using the word *kilogram* or *gram* for each measurement.













Lesson 6:

Lesson 7

Objective: Develop estimation strategies by reasoning about the weight in kilograms of a series of familiar objects to establish mental benchmark measures.

Suggested Lesson Structure



Fluency Practice (10 minutes)

•	Group Counting 3.OA.1	(4 minutes)
•	Decompose 1 Kilogram 3.MD.2	(4 minutes)
	Gram Counting 3.MD.2	(2 minutes)

Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition. The counting by groups in this activity reviews foundational strategies for multiplication from Module 1 and anticipates Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count using the following suggested sequence:

- Threes to 30
- Fours to 40
- Sixes to 60
- Sevens to 70, emphasizing the transition from 63 to 70
- Eights to 80, emphasizing the transition from 72 to 80
- Nines to 90, emphasizing the transition from 81 to 90

As students improve with skip-counting, e.g., 7, 14, 21, 28, etc., have them keep track of how many groups they have counted on their fingers. Keep asking them to say the number of groups, e.g., "24 is how many threes?" "63 is how many sevens?"



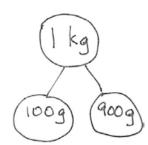
Decompose 1 Kilogram (4 minutes)

Materials: (S) Personal white board

Note: Decomposing 1 kilogram using a number bond helps students relate part—whole thinking to measurement concepts. It also sets the foundation for work with fractions.

- T: (Project a number bond with 1 kg written as the whole.) There are 1,000 grams in 1 kilogram.
- T: (Write 900 grams as one of the parts.) On your personal white board, write a number bond filling in the unknown part.
- S: (Draw number bond with 100 g, completing the unknown part.)

Continue with the following possible sequence: $500 \, \text{g}$, $700 \, \text{g}$, $400 \, \text{g}$, $600 \, \text{g}$, $300 \, \text{g}$, $750 \, \text{g}$, $650 \, \text{g}$, $350 \, \text{g}$, $250 \, \text{g}$, $850 \, \text{g}$, and $150 \, \text{g}$. Do as many as possible within the four minutes allocated for this activity.



Gram Counting (2 minutes)

Note: This activity reviews Lesson 6 and lays a foundation for Grade 4 when students compose compound units of kilograms and grams.

- T: There are 1,000 grams in 1 kilogram. Count by 100 grams to 1 kilogram.
- S: 100 grams, 200 grams, 300 grams, 400 grams, 500 grams, 600 grams, 700 grams, 800 grams, 900 grams, 1 kilogram.

Application Problem (3 minutes)

Justin put a 1-kilogram bag of flour on one side of a pan balance. How many 100-gram bags of flour does he need to put on the other pan to balance the scale?

Note: This problem reviews the decomposition of 1 kilogram and the vocabulary words *kilogram* and *gram* from Lesson 6. Student work shown above is exemplary work. Students may also solve with repeated addition or skip-counting. Invite discussion by having students share a variety of strategies.



Lesson 7:

Develop estimation strategies by reasoning about the weight in kilograms of a series of familiar objects to establish mental benchmark measures.

Concept Development (37 minutes)

Materials: (T) Digital scale in grams (S) Metric spring scale

Part 1: Become familiar with scales.

Draw or project spring scales shown below on the board.

- T: (Show spring scale. See illustration in Module Overview.) This is a spring scale. There is a *g* on this scale. That means it can be used to measure grams. Other spring scales measure in kilograms. I've drawn some on the board. (See examples below.)
- T: (Point to the first drawing.) This scale shows the weight of a bowl of apples. Each interval on this scale represents 1 kilogram. How much does the bowl of apples weigh?



- T: Talk to your partner. Where would the arrow point if it weighed 1 kilogram? 4 kilograms?
- T: Look at the next scale, weighing rice. Each interval on this scale represents 500 grams. How much does the bag of rice weigh?
- S: $1,000 \text{ grams.} \rightarrow 1 \text{ kilogram.}$
- T: Talk to your partner about how this scale would show 3 kilograms. What about 5 kilograms?
- T: On the last scale, 5 intervals represent 500 grams. How much does 1 interval represent?
- S: 100 grams!
- T: Let's count grams on this scale to find 1 kilogram. (Move finger and count 100 grams, 200 grams, 300 grams, etc.)
- T: Where is 1 kilogram on this scale? 200 grams?
- S: (Discuss.)







NOTES ON

The scales available to you may be different from those used in the

vignette. Change the directions as

necessary to match the tools at your

Unlike a clock, a spring scale may be

labeled in different ways. This adds

the complexity that the value of the

the value of the interval.

whole may change, therefore changing

SCALES:

disposal.

- T: (Pass out spring scales that measure in grams.) This scale is labeled in intervals of 200. Skip-count by two-hundreds to find how many grams the scale can measure.
- S: (Point and skip-count.) 200, 400, 600, 800, 1,000, 1,200, 1,400, 1,600, 1,800, 2,000.



Lesson 7:

Develop estimation strategies by reasoning about the weight in kilograms of a series of familiar objects to establish mental benchmark measures.

Lesson 7 A STORY OF UNITS

T: This scale can measure 2,000 grams. That means that each tick mark represents 20 grams. Working with a partner, start at 0 and skip-count by twenties to find the 100-gram mark on this scale.

(Work with a partner and skip-count to 100.) 20, 40, 60, 80, 100.

Continue having students locate weights on this scale with the following possible sequence: 340 g, 880 g, and 1,360 g.

- T: To accurately measure objects that weigh less than 20 grams, we are going to use a digital scale. (Show digital scale.) Remember from yesterday, to measure weight on this scale, you read the number on the display screen. (Point to display screen.) There is a q next to the display screen which means that this scale measures in grams. (Model measuring.)
- T: We'll use both a spring scale and a digital scale in today's exploration.

Part 2: Exploration Activity

Students begin to use estimation skills as they explore the weight of 1 kilogram. In one hand, they hold a 1-kilogram weight, and with the other, they pick up objects around the room that they think weigh about the same as 1 kilogram. Students determine whether the objects weigh less than, more than, or about the same as 1 kilogram. Encourage students to use the italicized comparative language. Next, they weigh the objects using scales and compare their estimates with precise measurements. They repeat this process using 100-gram, 10-gram, and 1-gram weights.

Demonstrate the process of using the kilogram weight. For example, pick up the 1-kilogram weight and a small paperback book. Think out loud so students can hear you model language and thinking to estimate that the book weighs less than 1 kilogram. Repeat the process with an object that weighs more than and about the same as 1 kilogram.

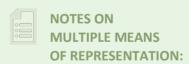
Problem Set (20 minutes)

Materials: (S) 1 kg, 100 g, 10 g, and 1 g weights (or pre-measured and labeled bags of rice corresponding to each measurement), spring scale that measures up to 2,000 grams, metric digital scale

Side 1 of the Problem Set is used for the lesson's exploration. Students should complete Side 2 independently or with a partner.



Comparative language is often difficult for English language learners. Depending on your class, pre-teach the vocabulary and provide students with sentence frames.



Review directions with students before they begin. Use prompts to get them to stop and think before moving to the next step, e.g., "Who remembers the next step?"



Lesson 7:

Develop estimation strategies by reasoning about the weight in kilograms of a series of familiar objects to establish mental benchmark

Student Debrief (10 minutes)

Lesson Objective: Develop estimation strategies by reasoning about the weight in kilograms of a series of familiar objects to establish mental benchmark measures.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- How did you use the 1-kilogram, 100-gram, 10-gram, and 1-gram weights to help you estimate the weights of objects in the classroom?
- Today you used a spring scale and a digital scale to measure objects. How are these scales used differently than the pan balance from yesterday's lesson?
- Did anyone find an object that weighs exactly 1 kilogram? What object? (Repeat for 100 grams, 10 grams, and 1 gram.)
- Look at Problem D. List some of the actual weights you recorded (there should be a huge variation in weights for this problem). Why do you suppose there are a small number of weights very close to 1 gram?
- Discuss Problem E with a partner. How did you determine which estimation was correct for each object?
- Discuss Problem F. (This problem anticipates the introduction of liters in Lessons 9 and 10, hinting at the weight equivalence of 1 liter of water and 1 kilogram.)
- Problem G reminds me of a riddle I know: What weighs more, 1 kilogram of bricks or 1 kilogram of feathers? Think about the relationship between the beans and rice in Problem G to help you answer this riddle.

Name Gina	Date
Work with a partner. Use the corresponding weights to estimate the	ne weight of objects in the classroom. Then
check your estimate by weighing on a scale.	
Objects that Weigh About 1 kilogram	Actual Weight
a dictionary	1,240 g
my shoe	920 9
the globe	1,180 g
J	, ,
Objects that Weigh About 100 grams	Actual Weight
my apple	90a
my apple a calculator	80 a
my notebook	120 a
	J
Objects that Weigh About 10 grams	Actual Weight
a blue mattern black	η_a
a blue pattern block a dry erase marker	90
my bracelet	8 8
	J
Objects that Well-to Change I areas	Actual Weight
Objects that Weigh About 1 gram	
a penny	2 9
my pencil	6 q ¯
an index card	2 g

	Circle the correct unit of weight for each estimation.
	A box of cereal weighs about 350 grams/ kilograms)
	2. A watermelon weighs about 3 (grams (sliograms).
	3. A postcard weighs about 6 (grams) kilograms).
	4. A cat weighs about 4 (grams (kilograms)
	5. A bicycle weighs about 15 (grams kilograms)
	6. A lemon weighs about 58 (grams) kilograms).
	weigh in knograms' Eschairy your reasoning. The laptop Weights 2 kg because the laptop is the same. as 2 bottles of water. If 1 bottle of water equals 1 kg, and 2 × 1kg = 2kg, then 2 bottles of water Weigh 2kg.
G.	Nessa tells her brother that 1 kilogram of rice weighs the same as :0 bags containing 100 grams of beans each. Do you agree with her? Explain why or why not.
	Yes, because 100 grams × 10 = 1000 grams and 1000 grams is the same as 1 kilogram.



Lesson 7:

Develop estimation strategies by reasoning about the weight in kilograms of a series of familiar objects to establish mental benchmark measures.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.



!		Date
	a partner. Use the corresponding weights to estimate k your estimate by weighing on a scale.	the weight of objects in the classroom.
	Objects that Weigh About 1 Kilogram	Actual Weight
	Objects that Weigh About 100 Grams	Actual Weight
	Objects that Weigh About 10 Grams	Actual Weight
	Objects that Weigh About 1 Gram	Actual Weight



Ł.	Cir	cle the correct unit of weight for each estimation.
	1.	A box of cereal weighs about 350 (grams / kilograms).

2. A watermelon weighs about 3 (grams / kilograms).

3. A postcard weighs about 6 (grams / kilograms).

4. A cat weighs about 4 (grams / kilograms).

5. A bicycle weighs about 15 (grams / kilograms).

6. A lemon weighs about 58 (grams / kilograms).

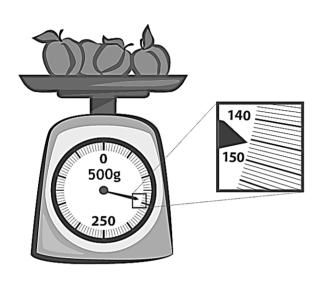
F. During the exploration, Derrick finds that his bottle of water weighs the same as a 1-kilogram bag of rice. He then exclaims, "Our class laptop weighs the same as 2 bottles of water!" How much does the laptop weigh in kilograms? Explain your reasoning.

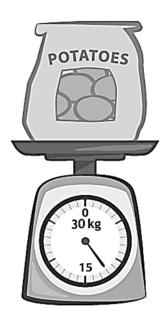
G. Nessa tells her brother that 1 kilogram of rice weighs the same as 10 bags containing 100 grams of beans each. Do you agree with her? Explain why or why not.



Name	Date

1. Read and write the weights below. Write the word kilogram or gram with the measurement.





- 2. Circle the correct unit of weight for each estimation.
 - An orange weighs about 200 (grams / kilograms).
 - A basketball weighs about 624 (grams / kilograms).
 - A brick weighs about 2 (grams / kilograms).
 - A small packet of sugar weighs about 4 (grams / kilograms).
 - e. A tiger weighs about 190 (grams / kilograms).



Name	Date

1. Match each object with its approximate weight.



100 grams



10 grams



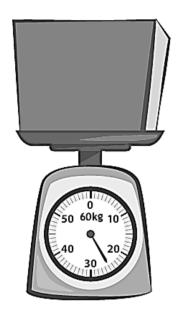
1 gram



1 kilogram

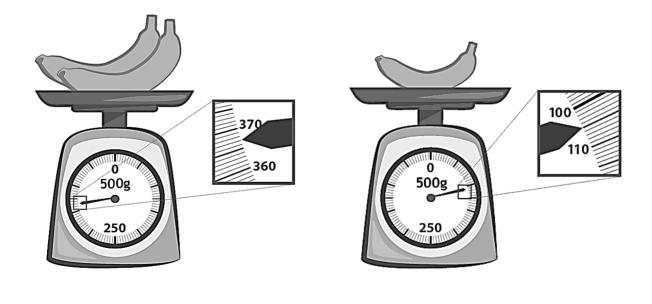
2. Alicia and Jeremy weigh a cell phone on a digital scale. They write down 113 but forget to record the unit. Which unit of measurement is correct, grams or kilograms? How do you know?

3. Read and write the weights below. Write the word kilogram or gram with the measurement.











Lesson 7:

Develop estimation strategies by reasoning about the weight in kilograms of a series of familiar objects to establish mental benchmark

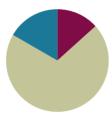
Lesson 8

Objective: Solve one-step word problems involving metric weights within 100 and estimate to reason about solutions.

Suggested Lesson Structure



Total Time (60 minutes)



Fluency Practice (8 minutes)

Divide Grams and Kilograms 3.MD.2 (2 minutes)
 Determine the Unit of Measure 3.MD.2 (2 minutes)

■ Group Counting **3.0A.1** (4 minutes)

Divide Grams and Kilograms (2 minutes)

Note: This activity reviews the decomposition of 1 kg, 100 g, and 10 g from Lesson 6, as well as division skills using units of 10 from Module 1.

T: (Project $10 \text{ g} \div 10 =$ ___.) Read the division sentence.

S: $10 \text{ grams} \div 10 = 1 \text{ gram}.$

Continue with the following possible sequence: 100 g \div 10 and 1,000 g \div 10.

Determine the Unit of Measure (2 minutes)

Note: This activity reviews the difference in size between grams and kilograms as units of measurement from Lesson 7.

- T: I'll name an object. You say if it should be measured in grams or kilograms. Apple.
- S: Grams.

Continue with the following possible sequence: carrot, dog, pencil, classroom chair, car tire, and paper clip.



Provide a visual. Use a place value chart to model the division, making an explicit connection between metric weight measurement and the base ten system.



Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition. The group counting in this activity reviews foundational multiplication strategies from Module 1 and anticipates units used in Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count:

- Threes to 30
- Fours to 40
- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

As students become more fluent with skip-counting by a particular unit, have them track the number of groups counted on their fingers.

Concept Development (42 minutes)

Materials: (T) Spring scale, digital scale (S) Spring scales that measure grams, personal white board, 1-kg bag of rice, beans (baggie weighing 28 g per pair), popcorn kernels (baggie weighing 36 g per pair)

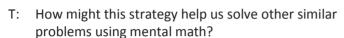
Problem 1: Solve one-step word problems using addition.

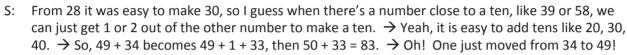
Pairs of students have spring scales and baggies of beans and popcorn kernels.

- T: Let's use spring scales to weigh our beans and kernels. Should we use grams or kilograms?
- S: Grams!
- T: Compare the feel of the beans and the popcorn kernels. Which do you think weighs more?
- S: (Pick up bags and estimate.)
- T: Work with your partner to weigh the beans and kernels. Record the measurements on your personal white board.
- S: (Weigh and record. Beans weigh about 28 grams, and kernels weigh about 36 grams.)
- T: Was your estimation correct? Tell your partner.
- S: (Share.)
- T: Let's add to find the total weight of the beans and kernels. Solve the problem on your personal white board.
- S: (Solve.)
- T: I noticed someone used a simplifying strategy to add. She noticed that 28 grams is very close to 30 grams. Thirty is an easier number to add than 28. Watch how she made a ten to add. (Model sequence on the next page.)



Lesson 8 A STORY OF UNITS





T: Tell your partner how we could have used our scales to find the total weight.

S: We could have weighed the beans and kernels together!

T: Do that now to check your calculation.

Problem 2: Solve one-step word problems using subtraction.

T: (Project this compare lesser (smaller) unknown problem with result unknown problem.) Lindsey wants to ride the roller coaster. The minimum weight to ride is 32 kilograms. She weighs 14 kilograms less than the required weight. How many kilograms does Lindsey weigh?

T: Work with your partner to draw and write an equation to model the problem.

S: (Model.)

T: How will you solve? Why will you do it that way?

S: (Discuss. Most will likely agree on subtraction: 32 kg - 14 kg.

T: Talk with your partner about how you might use tens to make a simplifying strategy for solving.

S: How about $32 - 10 - 4? \rightarrow$ Or we could break 14 into 10 + 2 + 2. Then it's easy to do 32 - 2 - 10 - 2.

T: Solve the problem now. (Select one to two pairs of students to demonstrate their work.)

As time allows, repeat the process.

- Take from with result unknown: Ms. Casallas buys a new cabinet for the classroom. It comes in a box that total 16 kilograms. How much does the box weigh
- weighs 42 kilograms. Ms. Casallas unpacks pieces that now? Take from with change unknown: Mr. Flores weighs 73 kilograms. After exercising every day for



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

NOTES ON

MULTIPLE MEANS OF ACTION AND EXPRESSION: Depending on timing and the variety of strategies used to solve, consider selecting a few students to share their

Adjust students' level of independence to provide an appropriate challenge. It may work well for some students to work on their own and for others to work in pairs.

An intermediate level of scaffolding might be for students to work in pairs, with each partner solving one of the two problems. Then partners can check each other's work and compare strategies. Result unknown problems are usually easiest. Assign problems strategically.



Lesson 8:

Solve one-step word problems involving metric weights within 100 and estimate to reason about solutions.

6 weeks, he loses weight. Now he weighs 67 kilograms. How much weight did he lose?

Problem 3: Solve one-step word problems using multiplication.

T: Let's use a digital scale to measure the weight of Table 1's supply box. (Model weighing.)

- T: It weighs about 2 kilograms. Talk with your partner. Is it reasonable to suppose that the supply boxes at each table weigh about 2 kilograms?
- S: No, because ours has more crayons than Table 1's. \rightarrow But it's not very many crayons, and they don't weigh very much. Besides, the teacher said *about* 2 kilograms. \rightarrow It's reasonable because they are the same box, and they all have almost the exact same things in them.
 - T: How are we using a simplifying strategy by supposing that each of the boxes weighs about 2 kilograms?
 - S: It's simpler because we don't have to weigh everything. → It's simplifying because then we can just multiply the number of boxes times 2 kilograms. Multiplying by two is easier than adding a bunch of different numbers together.
 - T: Partner A, model and solve this problem. Explain your solution to Partner B. Partner B, check your friend's work. Then write and solve a different multiplication sentence to show the problem. Explain to, or model for, Partner A why your multiplication sentence makes sense, too.
 - S: (Partner A models and writes 6×2 . Partner B checks work and writes and explains 2×6 .)

As time allows, repeat the process with the following suggested *equal measures with unknown product* problems.

- Jerry buys 3 bags of groceries. Each bag weighs 4 kilograms. How many kilograms do Jerry's grocery bags weigh in all?
- A dictionary weighs 3 kilograms. How many kilograms do 9 dictionaries weigh?

Problem 4: Solve one-step word problems using division.

- T: (Project this *equal measures with group size unknown* problem.) Eight chairs weigh 24 kilograms. What is the weight of 1 chair? Work with your partner to model or write an equation to represent the problem.
- S: (Model and/or write $24 \div 8 = ...$)
- T: What will be your strategy for solving?
- S: We can skip-count by eights just like we practiced in today's fluency activity!

As time allows, repeat the process.

- Equal measures with group size unknown: Thirty-six kilograms of apples are equally distributed into 4 crates. What is the weight of each crate?
- Equal measures with number of groups unknown: A tricycle weighs 8 kilograms. The delivery truck is almost full but can hold 40 kilograms more. How many more tricycles can the truck hold?

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.



Student Debrief (10 minutes)

Lesson Objective: Solve one-step word problems involving metric weights within 100 and estimate to reason about solutions.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. Invite students to review their solutions for the Problem Set.

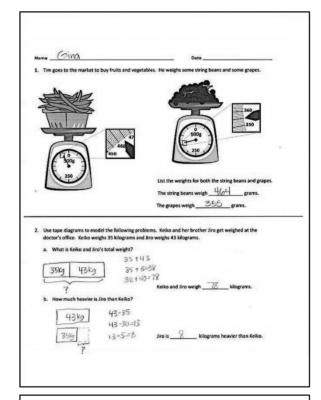
They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

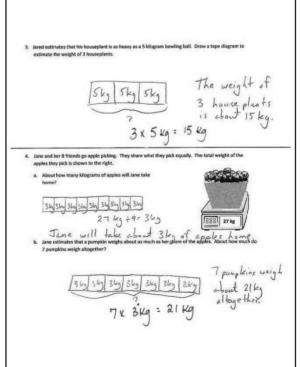
Any combination of the questions below may be used to lead the discussion.

- How did your tape diagrams change in Problems 2(a) and 2(b)?
- Explain to your partner the relationship between Problem 2(a) and Problem 2(b).
- How did today's Fluency Practice help you with problem solving during the Concept Development?
- Select students to share simplifying strategies or mental math strategies they used to solve problems in the Problem Set. If no one used a special strategy or mental math, brainstorm about alternative ways for solving Problem 2.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.



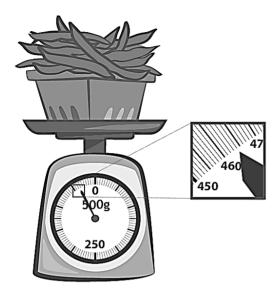


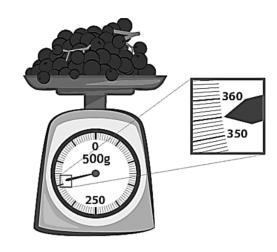


Lesson 8:

Name	Date	

1. Tim goes to the market to buy fruits and vegetables. He weighs some string beans and some grapes.





List the weights for both the string beans and grapes.

The string beans weigh _____ grams.

The grapes weigh _____ grams.

- 2. Use tape diagrams to model the following problems. Keiko and her brother Jiro get weighed at the doctor's office. Keiko weighs 35 kilograms, and Jiro weighs 43 kilograms.
 - a. What is Keiko and Jiro's total weight?

Keiko and Jiro weigh _____ kilograms.

b. How much heavier is Jiro than Keiko?

Jiro is _____ kilograms heavier than Keiko.



Lesson 8:

3. Jared estimates that his houseplant is as heavy as a 5-kilogram bowling ball. Draw a tape diagram to estimate the weight of 3 houseplants.

- 4. Jane and her 8 friends go apple picking. They share what they pick equally. The total weight of the apples they pick is shown to the right.
 - a. About how many kilograms of apples will Jane take home?



b. Jane estimates that a pumpkin weighs about as much as her share of the apples. About how much do 7 pumpkins weigh altogether?



Name	Date	

The weights of a backpack and suitcase are shown below.





- a. How much heavier is the suitcase than the backpack?
- b. What is the total weight of 4 identical backpacks?
- c. How many backpacks weigh the same as one suitcase?



Name	Date

1. The weights of 3 fruit baskets are shown below.





8 kg



Basket _____ is the heaviest.

Basket _____ is the lightest.

Basket A is _____ kilograms heavier than Basket B.

d. What is the total weight of all three baskets?

2. Each journal weighs about 280 grams. What is total weight of 3 journals?

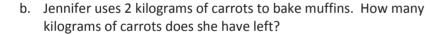
3. Ms. Rios buys 453 grams of strawberries. She has 23 grams left after making smoothies. How many grams of strawberries did she use?



- 4. Andrea's dad is 57 kilograms heavier than Andrea. Andrea weighs 34 kilograms.
 - a. How much does Andrea's dad weigh?

b. How much do Andrea and her dad weigh in total?

- 5. Jennifer's grandmother buys carrots at the farm stand. She and her 3 grandchildren equally share the carrots. The total weight of the carrots she buys is shown below.
 - a. How many kilograms of carrots will Jennifer get?







Lesson 9 A STORY OF UNITS

Lesson 9

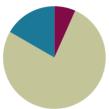
Objective: Decompose a liter to reason about the size of 1 liter, 100 milliliters, 10 milliliters, and 1 milliliter.

Suggested Lesson Structure

■ Fluency Practice (4 minutes) Concept Development (46 minutes)

Student Debrief (10 minutes)

Total Time (60 minutes)



Fluency Practice (4 minutes)

■ Decompose 1 Kilogram 3.MD.2

(4 minutes)

Decompose 1 Kilogram (4 minutes)

Materials: (S) Personal white board

In this lesson, students decompose 1 liter into milliliters following the same procedure used to decompose 1 kilogram into grams used in Lesson 6. They make connections between metric units and the base ten place

A NOTE ON **STANDARDS**

ALIGNMENT:

value system. The opportunity to make

(4.MD.1). Although milliliters are used in Module 2, they are not assessed.

these connections comes from

introducing milliliters, which the standards do not include until Grade 4

Note: Decomposing 1 kilogram using a number bond helps students relate part-whole thinking to measurement concepts.

- T: (Project a number bond with 1 kg written as the whole.) There are 1,000 grams in 1 kilogram.
- T: (Write 900 g as one of the parts.) On your personal white board, write a number bond by filling in the unknown part.
- S: (Students draw number bond with 100 g, completing the unknown part.)

Continue with the following possible sequence: 500 g, 700 g, 400 g, 600 g, 300 g, 750 g, 650 g, 350 g, 250 g, 850 g, and 150 g.

Concept Development (46 minutes)

Materials: (T) Beaker, 2-liter bottle (empty, top cut off, without label), ten-frame, 12 clear plastic cups (labeled A-L), dropper, one each of the following sizes of containers: cup, pint, quart, gallon (labeled 1, 2, 3, and 4, respectively) (S) Problem Set



NOTES ON MATERIALS:

Maximize Part 1 by choosing oddshaped containers, or ones that appear to hold less, for the quart and gallon comparisons. This will challenge students' sense of conservation; they will likely predict that the shorter, wider container holds less than the bottle. Take the opportunity for discussion. How might a shampoo bottle fool you into thinking you are getting more for your money?



Lesson 9:

Decompose a liter to reason about the size of 1 liter, 100 milliliters, 10 milliliters, and 1 milliliter.

Part 1: Compare the capacities of containers with different shapes and sizes.

T: (Measure 1 liter of water using a beaker. Pour it into the 2-liter bottle. Use a marker to draw a line at the water level in the bottle, and label it 1 L. Have containers 1–4 ready.)

- T: Which holds more water, a swimming pool or a glass?
- S: A swimming pool!
- T: Which holds more water, a swimming pool or a bathtub?
- S: A swimming pool!
- T: Which holds the least amount of water, a swimming pool, a bathtub, or a glass?
- S: A glass holds the least amount of water.
- T: The amount of liquid a container holds is called its **capacity**. The glass has the smallest capacity because it holds the least amount of water. (Show bottle.) Is this container filled to capacity?
- S: No!
- T: The amount of water inside measures 1 **liter**. A liter is a unit we use to measure amounts of liquid. To abbreviate the word *liter*, use a capital *L*. (Show the side of the bottle.) Use your finger to write the abbreviation in the air.
- T: Let's compare the capacities of different containers by pouring 1 liter into them to see how it fits. (Show Container 1 and the bottle side by side.) Talk to your partner. Predict whether Container 1 holds more than, less than, or about the same as 1 liter. Circle your prediction on Part 1, Problem A of your Problem Set.
- S: (Discuss and circle predictions.)
- T: I'll pour water from the bottle into Container A to confirm our predictions. (Pour.) Is the capacity of Container 1 more than or less than 1 liter?
- S: Less than 1 liter!
- T: Does that match your prediction? What surprised you? Why?
- S: (Discuss.)
- T: Next to the word actual on Problem A, write less.

Repeat the process with Containers 2–4. (Container 2 holds less than 1 liter, Container 3 holds about the same as 1 liter, and Container 4 holds more than 1 liter.) Then have students complete Problem B.

Part 2: Decompose 1 liter.

- T: (Arrange empty cups A–J on the ten-frame, as shown on the next page. Measure and label the water level on Cup K at 100 milliliters and on Cup L at 10 milliliters.)
- T: We just compared capacities using a **liquid volume** of 1 liter. We call an amount of liquid *liquid volume*. Whisper the words *liquid volume*.
- S: Liquid volume.
- T: Now, we're going to decompose 1 liter into smaller units called **milliliters**. Say the word *milliliter*.
- S: (Say the word.)
- T: To abbreviate *milliliter* we write *mL*. (Model.) Write the abbreviation in the air.

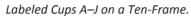


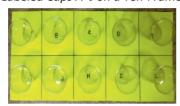


Lesson 9:

Decompose a liter to reason about the size of 1 liter, 100 milliliters, 10 milliliters, and 1 milliliter.

T: We'll decompose our liter into 10 equal parts. Each square of our ten-frame shows 1 part. (Show Cup K.) This cup is marked at 100 milliliters. We'll use it to measure the liquid volume that goes into each cup on the ten-frame.







Support students in differentiating between the meanings of *capacity* and *liquid volume*. *Capacity* refers to a container and how much the container holds. *Liquid volume* refers to the amount of liquid itself.

NOTES ON

MULTIPLE MEANS

OF ENGAGEMENT:

While decomposing, pause to ask

students to estimate whether more

than half, half, or less than half of the

to reason about estimations using the number of cups on the ten-frame.

liter has been poured. Encourage them

- T: (Use water from the bottle marked 1 L to fill Cup K to the 100 mL mark. Empty Cup K into Cup A.) How much water is in Cup A?
- S: 100 milliliters!
- T: (Repeat with Cups B-J.) How many cups are filled with 100 milliliters?
- S: 10 cups!
- T: Is there any water left in the bottle?
- S: No!
- T: We partitioned 1 liter of water into 10 parts, each with a liquid volume of about 100 milliliters. Skip-count hundreds to find the total milliliters on the ten-frame. (Point to each cup as students count.)
- S: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1,000.
- T: How many milliliters of water are in 1 liter?
- S: 1,000 milliliters!
- T: Talk to your partner about how this equation describes our work. (Write: 1,000 mL ÷ 10 = 100 mL.)
- S: (Discuss.)
- T: Answer Problem C on your Problem Set. Include the equation written on the board.
- S: (Skip-count as 9 cups are emptied back into the bottle. Empty the final cup into Cup K.)
- T: Let's decompose again. This time we'll pour the 100 milliliters in Cup K into 10 equal parts. (Show Cup L.) This cup is marked at 10 milliliters. We'll use it to measure the liquid volume that goes into each cup on the ten-frame. How many milliliters will be in each of the 10 cups?
- S: 10 milliliters. 10 groups of 10 make 100.
- T: Cup L is marked at 10 milliliters. (Show Cups K and L side by side.) How do the marks on each cup compare?
- S: The mark on Cup L is closer to the bottom.
- T: Why is Cup L's mark lower than Cup K's?
- S: Cup L shows 10 milliliters. That is less than 100 milliliters. \rightarrow Cup L shows a smaller liquid volume.
- T: (Repeat the process of decomposing as outlined above.)



Lesson 9:

Decompose a liter to reason about the size of 1 liter, 100 milliliters, 10 milliliters, and 1 milliliter.

- T: What number sentence represents dividing 100 milliliters into 10 parts?
- S: $100 \div 10 = 10$. $\rightarrow 100 \text{ mL} \div 10 = 10 \text{ mL}$.
- T: (Write the equation using units.) Complete Problem D on your Problem Set. Include the equation.
- S: (Skip-count as 9 cups are emptied back into the bottle. Empty the final cup into Cup L. Repeat the process used for decomposing 100 milliliters into 10 milliliters, using a dropper to decompose 10 milliliters into cups of 1 milliliter.)
- T: How many droppers full of water would it take to fill an entire liter of water?
- S: 1,000 droppers full!
- T: Answer Problem E. Include the equation.

Problem Set (10 minutes)

Students should only need to complete Problems F and G. You may choose to work through these problems as a class, have students work in pairs, or have students work individually. Students should do their personal best to complete the remaining problems within the allotted 10 minutes.

Student Debrief (10 minutes)

Lesson Objective: Decompose a liter to reason about the size of 1 liter, 100 milliliters, 10 milliliters, and 1 milliliter.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the problem set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Measure 1 mL with dropper.



Name Gina	Date
Part 1	
a. Predict whether each container holds less than, more than	n, or about the same as 1 liter.
Container 1 holds less than more than about the sa	me as 1 liter. Actual: less than
Container 2 holds less than more than about the	me as 1 liter. Actual: less than
Container 3 holds less than more wan / bout the s	ame as 1 liter. Actual: Same
Container 4 holds less than more than bout the sa	ame as 1 liter. Actual: More than
could hold more since it was	me. I thought container : s so tall. Container 2 look
could hold more since it was like it could hold about I in I can't judge capacity by the Partz	s so tall. Container 2 look ter. I guess I learned the
like if could hold about 1 li I can't judge capacity by the	s so tall. Container 2 look ter. I guess I learned tha e container's shape.

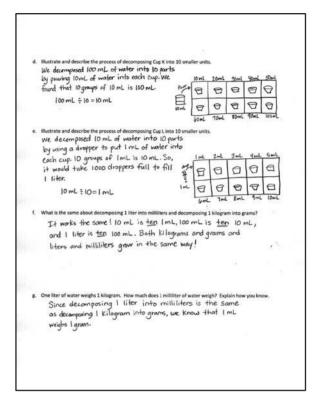


Any combination of the questions below may be used to lead the discussion.

- Revisit predictions from Part 1. Lead a discussion about why students may have thought taller containers had larger capacities. Guide students to articulate understanding about conservation and capacity.
- Review the difference between capacity and liquid volume.
- In the equations for Part 2, why are the first number and quotient in each followed by the word milliliters? Why not the 10?
- How is decomposing 1 liter similar to decomposing 1 kilogram?
- How do our decompositions of 1 liter and 1 kilogram remind you of the place value chart?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.





Name		D	ate		
Part 1					
a.	Predict whether each container holds less than, more than, or about			as 1 liter.	
	Container 1 holds	less than / more than / about the same as	1 liter.	Actual:	
	Container 2 holds	less than / more than / about the same as	1 liter.	Actual:	
	Container 3 holds	less than / more than / about the same as	1 liter.	Actual:	
	Container 4 holds	less than / more than / about the same as	1 liter.	Actual:	

Part 2

c. Illustrate and describe the process of decomposing 1 liter of water into 10 smaller units.



b. After measuring, what surprised you? Why?

Ч	Illustrate and	describe the	nrocess of	decomposing	Cun K into	10 smaller units.
u.	iliusti ate aliu	describe the	process or	decomposing	Cup K IIIIO	10 Silialiei ullits.

e. Illustrate and describe the process of decomposing Cup L into 10 smaller units.

f. What is the same about decomposing 1 liter into milliliters and decomposing 1 kilogram into grams?

g. One liter of water weighs 1 kilogram. How much does 1 milliliter of water weigh? Explain how you know.



Na	me	Date	
1.	Morgan fills a 1-liter jar with water from the pond. She us pond and pour it into the jar. How many times will Morga		
2.	How many groups of 10 milliliters are in 1 liter? Explain.		
	There are	groups of 10 milliliters	in 1 liter.



Na	me	Date	-
1.	Find containers at home that have a capacity of about 1 liter identify them.	. Use the labels on containers to help yo)u
	a.		
	Name of Container		
	Example: Carton of orange juice		
	b. Sketch the containers. How do their sizes and shapes co	ompare?	

2. The doctor prescribes Mrs. Larson 5 milliliters of medicine each day for 3 days. How many milliliters of medicine will she take altogether?



3.	Mrs. Goldstein pours 3 juice boxes into a bowl to make punch.	Each juice box holds 236 milliliters.
	How much juice does Mrs. Goldstein pour into the bowl?	

4. Daniel's fish tank holds 24 liters of water. He uses a 4-liter bucket to fill the tank. How many buckets of water are needed to fill the tank?

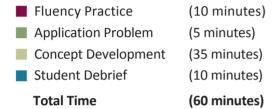
5. Sheila buys 15 liters of paint to paint her house. She pours the paint equally into 3 buckets. How many liters of paint are in each bucket?

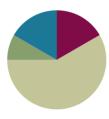


Lesson 10

Objective: Estimate and measure liquid volume in liters and milliliters using the vertical number line.

Suggested Lesson Structure





Fluency Practice (10 minutes)

•	Milliliter Counting 3.MD.2	(2 minutes)
•	Decompose 1 Liter 3.MD.2	(4 minutes)
	Group Counting 3.OA.1	(4 minutes)

Milliliter Counting (2 minutes)

Note: This activity reviews Lesson 9 and lays the foundation for eventually composing compound units of liters and milliliters in Grade 4.

- T: There are 1,000 milliliters in 1 liter. Count by 100 milliliters to 1 liter.
- S: 100 milliliters, 200 milliliters, 300 milliliters, 400 milliliters, 500 milliliters, 600 milliliters, 700 milliliters, 800 milliliters, 900 milliliters, 1 liter.

Decompose 1 Liter (4 minutes)

Materials: (S) Personal white board

Note: Decomposing 1 liter using a number bond helps students relate part—whole thinking to measurement concepts.

- T: (Project a number bond with 1 liter written as the whole.) There are 1,000 milliliters in 1 liter.
- T: (Write 900 mL as one of the parts.) On your personal white board, write a number bond by filling in the unknown part.
- S: (Draw number bond with 100 mL, completing the unknown part.)

loomL goomL

liter

Continue with possible sequence of 500 mL, 700 mL, 400 mL, 600 mL, 300 mL, 750 mL, 650 mL, 350 mL, 250 mL, and 150 mL.



Lesson 10:

Estimate and measure liquid volume in liters and milliliters using the vertical number line.

Lesson 10 A STORY OF UNITS

Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition. It reviews foundational strategies for multiplication from Module 1 and anticipates Module 3.

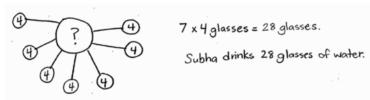
Direct students to count forward and backward, occasionally changing the direction of the count:

- Threes to 30
- Fours to 40
- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

As students' fluency with skip-counting increases, have them track the number of groups counted with their fingers in order to make the connection to multiplication.

Application Problem (5 minutes)

Subha drinks 4 large glasses of water each day. How many large glasses of water does she drink in 7 days?



Note: This problem activates prior knowledge about solving multiplication word problems using units of 4. It is designed to lead into a discussion about liquid volume in the Concept Development.

Concept Development (35 minutes)

Materials: (T) 1-liter beaker (S) Pitcher of water (1 per group), empty 2-liter bottle with top cut off (1 per group), 1 plastic cup pre-measured and labeled at 100 mL, 1 permanent marker, Problem Set



NOTES ON MATERIALS:

The bottles used in this exploration should be as close to the shape of a cylinder as possible. This will create a more precise vertical number line with tick marks that are equidistant from one another. Many soda bottles have grooves on the bottom and a thinner waistline, which will skew the tick marks and create uneven intervals on the number line.

In this lesson, the 1-liter beaker is used to validate the ones students construct. If access to a 1-liter beaker is not available, show a photo instead.



Lesson 10:

Estimate and measure liquid volume in liters and milliliters using the vertical number line.

Part 1: Create a vertical number line marked at 100 mL intervals.

Empty bottle with number line

T: (Make groups of three students.) Each group will measure liquid volume to make a measuring bottle that contains 1 liter of water, similar to the one we used yesterday. Each group member has a job. One person will be the measurer, one will be the pourer, and the other will be the marker. Take 30 seconds to decide on jobs.



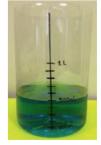
- S: (Decide.)
- T: The marker should draw a straight, vertical line from top to bottom (pictured on the right). These are the rest of the directions:
 - The measurer measures 100 milliliters of water by pouring from the pitcher into the plastic cup.
 - The pourer holds the plastic cup in place and helps the measurer know when to stop. Then the pourer pours the water from the cup into the bottle.
 - The marker makes horizontal lines to show each new water level on the side of the bottle. Each horizontal line should cross the vertical line. The horizontal lines should be about the same size, and one should be right above the other.
- T: There are 1,000 milliliters in 1 liter of water. You are measuring 100 milliliters each time. Think back to yesterday. How many times will you need to measure and mark 100 milliliters of water to make 1 liter?
- S: 10 times.
- T: Go ahead and get started.
- S: (Measure, pour, and mark until there are 10 horizontal lines on the bottle and 1 liter of water inside.)
- T: What do the tick marks and line remind you of?
- S: They look like the number line! \rightarrow It's going up and down instead of sideways.
- T: Another way to say up-and-down is *vertical*. It's a vertical number line. Point to the tick mark that shows the *most* liquid volume.
 - S: (Point to the top-most horizontal mark.)
 - T: Use the word *milliliters* or *liters* to tell your group the capacity indicated by that mark.
 - S: 1,000 milliliters. \rightarrow 1 liter.

Labels at 100 mL, 500 mL, 1 L

T: To the right of the mark, label 1 L.

Repeat the process for the mark that shows the *least* liquid volume and label 100 mL.

- T: With your group, use the vertical number line to find the mark that shows about **halfway** to 1 liter. Discuss the value of the mark in milliliters. Make sure you all agree.
- S: (Find the mark; agree that the value is 500 mL.)
- T: Label the halfway mark.
- S: (Label 500 mL.)
- T: You've made a tool that scientists and mathematicians use to measure liquid volume. It's called a beaker. (Show a beaker.) Work with your group to answer all three parts of Problem 1 on your Problem Set.





Lesson 10:

Estimate and measure liquid volume in liters and milliliters using the vertical number line.

Part 2: Use the vertical number line to estimate and precisely measure liquid volume.

- S: (Groups pour the liter of water from the measuring bottle into the pitcher.)
- T: A small water bottle has about 200 milliliters of water inside. Let's see what 200 milliliters looks like. Pour from your pitcher to the measuring bottle to see the capacity of a small water bottle.
- S: (Pour and measure 200 mL.)
- T: How did your group use the vertical number line to measure?
- S: Each tick mark represents 100 milliliters. We knew the water level was at 200 milliliters when it reached the second tick mark.
- T: Is the water level in your bottle less than halfway, more than halfway, or about halfway to a liter?
- S: Less than halfway.
- T: A larger water bottle has about 500 milliliters of water inside. How many milliliters should you add to your measuring bottle so that the liquid volume is the same as that of a larger water bottle?
- S: 300 milliliters.
- T: How many tick marks higher should the water level rise if you are adding 300 milliliters?
- S: Three tick marks higher.
- T: Add 300 milliliters of water to your measuring bottle.
- S: (Pour and measure 300 milliliters.)
- T: Is the water level in your bottle less than halfway, more than halfway, or about halfway to a liter?
- S: About halfway.

Repeat the process with the following sequence:

- 700 mL, 900 mL, 1,000 mL
- 250 mL, 450 mL (These will be estimates. This is an opportunity to discuss halfway between two tick marks.)



Encourage students to use precise strategies rather than estimating half by sight. For example, they might skipcount or divide 10 marks by 2.



If appropriate, increase the level of difficulty by asking students to estimate *less than halfway* between tick marks and *more than halfway* using the following examples:

- 225 mL, 510 mL (less than)
- 675 mL, 790 mL (more than)



Problem Set (10 minutes)

Students should do their best to complete Problems 2–4 within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first.

Student Debrief (10 minutes)

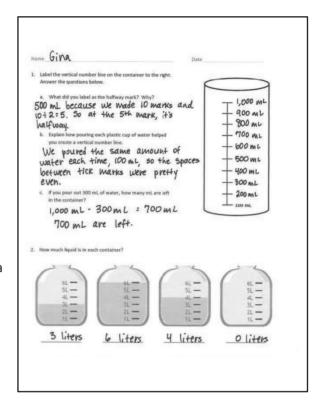
Lesson Objective: Estimate and measure liquid volume in liters and milliliters using the vertical number line.

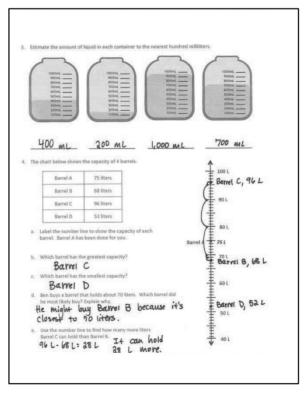
The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- In Problem 4, describe how the position of the points plotted in Part (a) helped you solve Parts (b) and (c).
- Students may have different answers for Problem 4(d). (Barrel B is closest to 70, but Barrel A has enough capacity to hold 70 liters, plus a little extra.) Invite students with both answers to explain their thinking.
- Compare the beaker with your measuring bottle.
- How would we have labeled our vertical number lines differently if we had measured 10 mL instead of 100 mL cups to make our measuring bottles?
- If we had measured 10 mL instead of 100 mL cups to make our measuring bottles, would our halfway mark have been the same or different? How do you know?
- Would our estimates change if our bottles had marks at every 10 mL instead of every 100 mL?







Lesson 10:

Estimate and measure liquid volume in liters and milliliters using the vertical number line.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

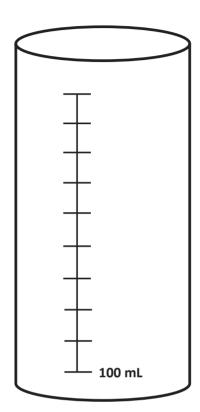


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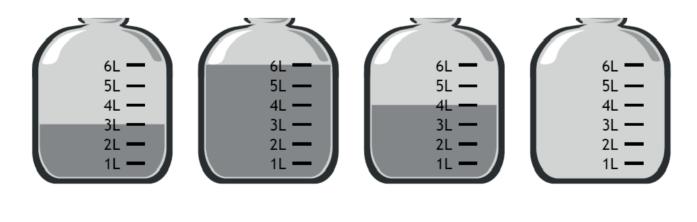


- 1. Label the vertical number line on the container to the right. Answer the questions below.
 - a. What did you label as the halfway mark? Why?

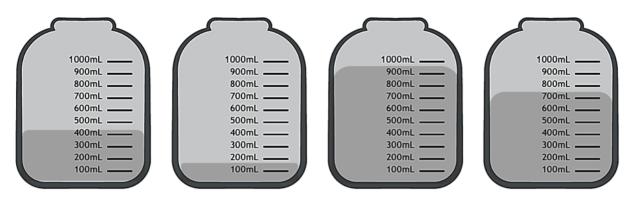
- b. Explain how pouring each plastic cup of water helped you create a vertical number line.
- c. If you pour out 300 mL of water, how many mL are left in the container?



2. How much liquid is in each container?



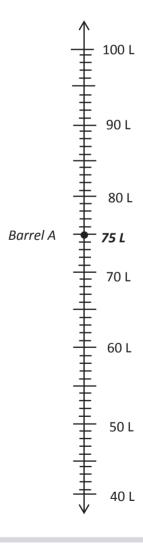
3. Estimate the amount of liquid in each container to the nearest hundred milliliters.



4. The chart below shows the capacity of 4 barrels.

Barrel A	75 liters
Barrel B	68 liters
Barrel C	96 liters
Barrel D	52 liters

- a. Label the number line to show the capacity of each barrel. Barrel A has been done for you.
- Which barrel has the greatest capacity?
- c. Which barrel has the smallest capacity?
- d. Ben buys a barrel that holds about 70 liters. Which barrel did he most likely buy? Explain why.
- e. Use the number line to find how many more liters Barrel C can hold than Barrel B.



Lesson 10:

Estimate and measure liquid volume in liters and milliliters using the vertical number line.

Name	Date	

1. Use the number line to record the capacity of the containers.

Container	Capacity in Liters
Α	
В	
С	

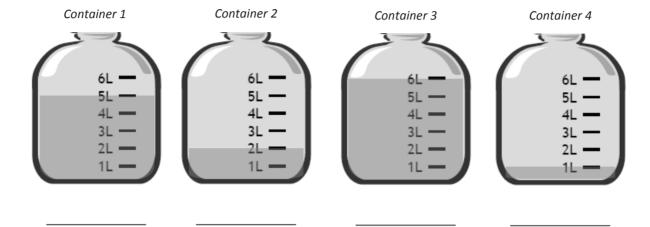
70 L 60 L Container B 50 L Container A 40 L 30 L Container C 20 L 10 L

2. What is the difference between the capacity of Container A and Container C?



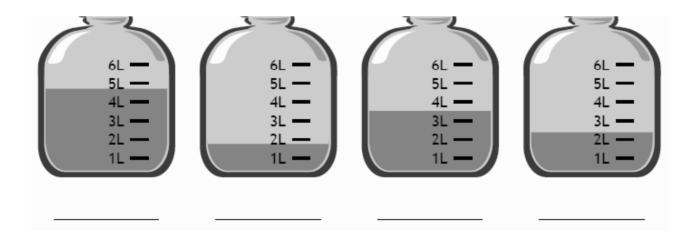
Name	Date	

1. How much liquid is in each container?



2. Jon pours the contents of Container 1 and Container 3 above into an empty bucket. How much liquid is in the bucket after he pours the liquid?

3. Estimate the amount of liquid in each container to the nearest liter.



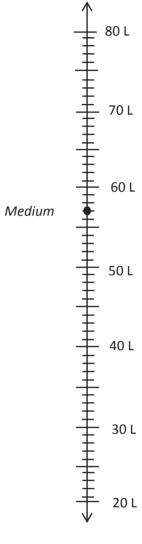
Lesson 10:

Estimate and measure liquid volume in liters and milliliters using the vertical number line.

4. Kristen is comparing the capacity of gas tanks in different size cars. Use the chart below to answer the questions.

Size of Car	Capacity in Liters
Large	74
Medium	57
Small	42

a. Label the number line to show the capacity of each gas tank. The medium car has been done for you.



b. Which car's gas tank has the greatest capacity?

c. Which car's gas tank has the smallest capacity?

d. Kristen's car has a gas tank capacity of about 60 liters. Which car from the chart has about the same capacity as Kristen's car?

e. Use the number line to find how many more liters the large car's tank holds than the small car's tank.

Lesson 11

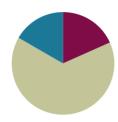
Objective: Solve mixed word problems involving all four operations with grams, kilograms, liters, and milliliters given in the same units.

Suggested Lesson Structure



Student Debrief (10 minutes)

Total Time (60 minutes)



Fluency Practice (11 minutes)

Rename Tens **3.NBT.3** (3 minutes)

Halfway on the Number Line 3.NBT.1 (4 minutes)

■ Read a Beaker **3.MD.1** (4 minutes)

Rename Tens (3 minutes)

Materials: (T) Place value cards (S) Personal white board

Note: This activity anticipates rounding in the next topic. If necessary, use place value cards to quickly review place value with students.

T: (Write 7 tens = _____.) Say the number.

S: 70.

Continue with the following possible sequence: 8 tens, 9 tens, and 10 tens.

T: (Write 11 tens = _____.) On your personal white board, fill in the number sentence.

S: (Write 11 tens = 110.)

Continue with the following possible sequence: 12 tens, 16 tens, 19 tens, and 15 tens.

70

150

Place Value Cards



Lesson 11 A STORY OF UNITS

Halfway on the Number Line (4 minutes)

Materials: (S) Personal white board

Note: This activity anticipates rounding in the next topic. Practicing this skill in isolation lays a foundation for conceptually understanding rounding on a vertical number line.

- T: (Project a vertical line with endpoints labeled 0 and 10.) What's halfway between 0 tens and 1 ten?
- S: 5.
- T: (Write 5 halfway between 0 and 10.)

Repeat process with endpoints labeled 10 and 20.

- T: Draw a vertical number line on your board. Make tick marks at each end and one for the halfway point.
- S: (Draw number line.)
- T: (Write 3 tens and 4 tens.) Label the tick marks at each end and at the halfway point.
- S: (Label 30 as the bottom point, 40 as the top point, and 35 as the halfway point.)

Continue with the following possible sequence: 60 and 70, 80 and 90, 40 and 50, and 50 and 60.

Read a Beaker (4 minutes)

Materials: (T) Beaker images (S) Personal white board

Note: This activity reviews Lesson 10.

- T: (Show image of a beaker with a capacity of 4 liters.) Start at the bottom of the beaker and count by 1 liter. (Move finger from the bottom to each tick mark as students count.)
- 1 liter, 2 liters, 3 liters, 4 liters.
- T: I'll shade in the beaker to show how much water it's holding. Write the liquid volume on your board. (Shade in 1 liter.)
- S: (Write 1 liter.)

Repeat the process, varying the liquid height.

Repeat the process with a beaker partitioned into 10 equal parts, filling in increments of 100 milliliters.

Repeat the process with a beaker partitioned into 2 equal parts, filling in increments of 500 milliliters.

Concept Development (39 minutes)

Materials: (T) Scale (S) Spring scales, digital scales, beakers (mL), personal white board

Problem 1: Solve word problems involving addition and subtraction.

- (Project.) A pet mouse weighs 34 grams. A pet hamster weighs 126 grams more than the mouse. How much does the pet hamster weigh? Model the problem on your board.
- S: (Model.)



This lesson includes an abundance of word problems given in all four operations. It is unlikely that there will be time for them all. As decisions are made about pacing, select problems involving operations with which the class most needs practice, and intentionally vary the problem types.



Lesson 11:

Solve mixed word problems involving all four operations with grams, kilograms, liters, and milliliters given in the same units.

- T: Talk with your partner: Is there a simplifying strategy you might use to find how much the hamster weighs?
- S: 126 grams is almost 130 grams. We can use the 4 from 34 to complete the ten in 126 and make 130. Then it's just 30 + 130. That's easy!
- T: How might this strategy help us solve similar problems using mental math?
- S: We can look for other problems with 6 in the ones place and see if getting 4 makes a simpler problem.
 → We can look for ways to make a ten.

As time allows, repeat the process.

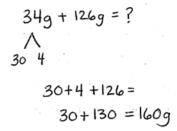
- Add to with result unknown: Judith squeezes 140 milliliters of lemon juice to make 1 liter of lemonade. How many milliliters of lemon juice are in 2 liters of lemonade?
- Take from with change unknown: Robert's crate of tools weighs 12 kilograms. He takes his power tools out. Now the crate weighs 4 kilograms. How many kilograms do the power tools weigh?

Problem 2: Solve word problems involving multiplication.

- T: (Project.) A pitcher of shaved ice needs 5 milliliters of food coloring to turn red. How many milliliters of food coloring are needed to make 9 pitchers of shaved ice red? Explain to your partner how you would model and solve this problem. (Pause.)
- T: Go ahead and solve.
- S: (Solve problem.)
- T: (Pick two students who used different strategies to share.)
- S: (Share.)

As time allows, repeat the process.

- Equal groups with unknown product: Alyssa drinks 3 liters of water every day. How many liters will she drink in 8 days?
- Equal groups with unknown product: There are 4 grams of almonds in each bag of mixed nuts. How many grams of almonds are in 7 bags?





NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Students may come up with a variety of strategies. Strategically choose students to share their work, highlighting for the rest of the class particularly efficient methods. Use what students share to build a bank of strategies, and encourage students to try a friend's strategy to solve subsequent problems.



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Develop students' sense of liquid volume by having them estimate to model 140 mL and then 280 mL after solving the *add to with change unknown* problem using measuring bottles from Lesson 10.



Problem 3: Solve word problems involving division.

- T: Let's work in groups to solve the following problem. (Group students.)
- T: (Project.) At the pet shop there are 36 liters of water in a tank. Each fish bowl holds 4 liters. How many fish bowls can the shopkeeper fill using the water in the tank?
- T: Go ahead and solve.
- S: (Solve problem.)
- T: (Pick groups that used different strategies to share.)
- S: (Share.)

As time allows, repeat the process:

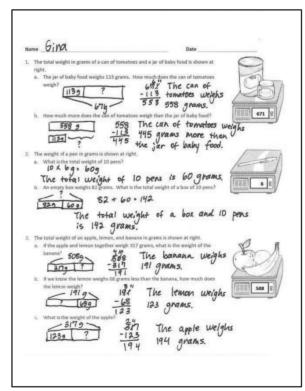
- Equal groups with number of groups unknown: Every day the school garden gets watered with 7 liters of water. How many days pass until the garden has been watered with 49 liters?
- Equal groups with group size unknown: A bin at the grocery store holds 9 kilograms of walnuts. The total value of 9 kilograms of walnuts is \$36. How much does 1 kilogram of walnuts cost?

As time allows, have students work in pairs to solve one-step word problems using all four operations.

- Take apart with addend unknown: Together an orange and a mango weigh 637 grams. The orange weighs 385 grams. What is the weight of the mango?
- *Compare with difference unknown*: A rabbit weighs 892 grams. A guinea pig weighs 736 grams. How much more does the rabbit weigh than the guinea pig?
- Equal groups with group size unknown: Twenty-four kilograms of pineapple are needed to make 4 identical fruit platters. How many kilograms of pineapple are required to make 1 fruit platter?
- Equal groups with unknown product: The capacity of a pitcher is 3 liters. What is the capacity of 9 pitchers?
- Add to with result unknown: Jack uses a beaker to measure 250 milliliters of water. Angie measures double that amount. How many milliliters of water does Angie measure?

Problem Set (10 minutes)

Students should do their personal best to complete the problem set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.





Lesson 11 3 • 2 A STORY OF UNITS

Student Debrief (10 minutes)

Lesson Objective: Solve mixed word problems involving all four operations with grams, kilograms, liters, and milliliters given in the same units.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

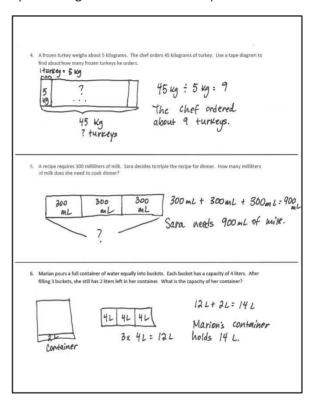
Any combination of the questions below may be used to lead the discussion.

- What models did you use to solve the word problems?
- Explain the process you used for solving Problem 1. Did you use a special strategy? What was it?



What pattern did you notice between Problems MP.7 4, 5, and 6? How did that pattern help you solve the problems?

- Explain why Problem 6 was more challenging to solve than Problems 4 and 5.
- Look at Problem 6. Why is it important to measure the capacity of an object before dividing into equal amounts?



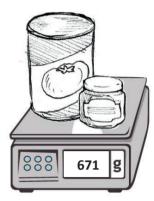
Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.



Name	Date	

- 1. The total weight in grams of a can of tomatoes and a jar of baby food is shown to the right.
 - a. The jar of baby food weighs 113 grams. How much does the can of tomatoes weigh?
 - b. How much more does the can of tomatoes weigh than the jar of baby food?



- 2. The weight of a pen in grams is shown to the right.
 - a. What is the total weight of 10 pens?



- b. An empty box weighs 82 grams. What is the total weight of a box of 10 pens?
- 3. The total weight of an apple, lemon, and banana in grams is shown to the right.
 - a. If the apple and lemon together weigh 317 grams, what is the weight of the banana?



- b. If we know the lemon weighs 68 grams less than the banana, how much does the lemon weigh?
- c. What is the weight of the apple?



4.	A frozen turkey weighs about 5 kilograms. The chef orders 45 kilograms of to	urkey.	Use a tape diagram	to
	find about how many frozen turkeys he orders.			

5. A recipe requires 300 milliliters of milk. Sara decides to triple the recipe for dinner. How many milliliters of milk does she need to cook dinner?

6. Marian pours a full container of water equally into buckets. Each bucket has a capacity of 4 liters. After filling 3 buckets, she still has 2 liters left in her container. What is the capacity of her container?



Name	Date
Name	Date

The capacities of three cups are shown below.



Cup A 160 mL



Cup B 280 mL



Cup C 237 mL

- a. Find the total capacity of the three cups.
- b. Bill drinks exactly half of Cup B. How many milliliters are left in Cup B?
- c. Anna drinks 3 cups of tea from Cup A. How much tea does she drink in total?

Nan	ne		Date	
			otebook, a pencil, and a camera. The weight of each item is shown of all three items?	
	Item	Weight		
	Notebook	312 g		
	Pencil	10 g		
	Camera	365 g		
			The total weight is grams.	
	Together a horse a the rider weigh?	nd its rider weigh	729 kilograms. The horse weighs 625 kilograms. How much does	
			The rider weighs kilograms.	

3.	Theresa's soccer team fills up 6 water coolers before the game.	Each water cooler holds 9 liters of water
	How many liters of water do they fill?	

4. Dwight purchased 48 kilograms of fertilizer for his vegetable garden. He needs 6 kilograms of fertilizer for each bed of vegetables. How many beds of vegetables can he fertilize?

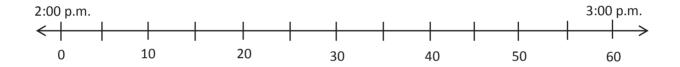
5. Nancy bakes 7 cakes for the school bake sale. Each cake requires 5 milliliters of oil. How many milliliters of oil does she use?



Name	Date
INAILIE	Dale

- 1. Fatima runs errands.
 - a. The clock to the right shows what time she leaves home. What time does she leave?
 - b. It takes Fatima 17 minutes to go from her home to the market. Use the number line below to show what time she gets to the market.

Fatima leaves home. 12 11 10 9 8

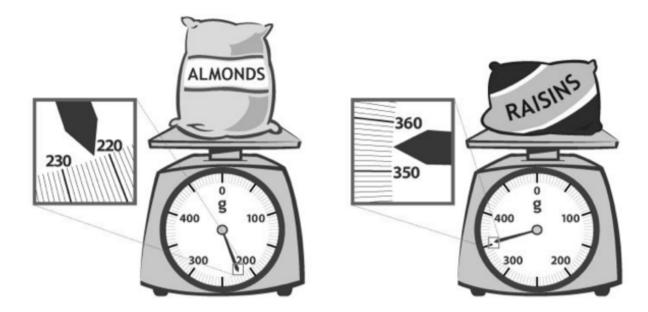


- c. The clock to the right shows what time Fatima leaves the market. What time does she leave the market?
- d. How long does Fatima spend at the market?



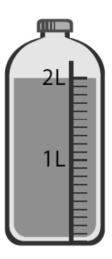


2. At the market, Fatima uses a scale to weigh a bag of almonds and a bag of raisins, shown below. What is the total weight of the almonds and raisins?





3. The amount of juice in 1 bottle is shown to the right. Fatima needs 18 liters for a party. Draw and label a tape diagram to find how many bottles of juice she should buy.

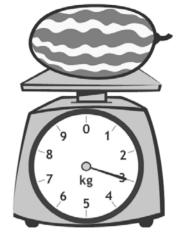


4. Altogether, Fatima's lettuce, broccoli, and peas weigh 968 grams. The total weight of her lettuce and broccoli is shown to the right. Write and solve a number sentence to find how much the peas weigh.





- 5. Fatima weighs a watermelon, shown to the right.
 - a. How much does the watermelon weigh?



b. Leaving the store Fatima thinks, "Each bag of groceries seems as heavy as a watermelon!" Use Fatima's idea about the weight of the watermelon to estimate the total weight of 7 bags.

c. The grocer helps carry about 9 kilograms. Fatima carries the rest. Estimate how many kilograms of groceries Fatima carries.

d. It takes Fatima 12 minutes to drive to the bank after she leaves the store and then 34 more minutes to drive home. How many minutes does Fatima drive after she leaves the store?



Mid-Module Assessment Task **Standards Addressed**

Topics A-B

Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

- 3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- Measure and estimate liquid volumes and masses of objects using standard units of grams 3.MD.2 (g), kilograms (kg), and liters (l). (Excludes compound units such as cm³ and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems, i.e., problems involving notions of "times as many"; see CCLS Glossary, Table 2.)

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe steps that illuminate the gradually increasing understandings that students develop on their way to proficiency. In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the students CAN do now and what they need to work on next.



A Progression Toward Mastery						
Assessment Task Item	STEP 1 Little evidence of reasoning without a correct answer.	STEP 2 Evidence of some reasoning without a correct answer.	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	STEP 4 Evidence of solid reasoning with a correct answer.		
	(1 Point)	(2 Points)	(3 Points)	(4 Points)		
1 3.MD.1	Student gives an incorrect answer. Attempt shows student may not understand the meaning of the questions.	Student gives an incorrect answer with a reasonable attempt: Accurately reads the clocks. Attempts to use a number line. Attempts to calculate Part (d).	Student gives a partially correct answer: Accurately reads clocks. Attempts to use a number line. Accurately calculates Part (d).	Student correctly answers each part of the question: a. Reads 2:07 on the clock. b. Draws a number line to show 2:24. c. Reads 2:53 on the clock. d. Calculates 29 minutes.		
2 3.NBT.2 3.MD.2	Student gives an incorrect answer. Attempt shows the student may not understand the meaning of the question.	Student gives an incorrect answer with a reasonable attempt. Student may misread one scale.	Student gives a partially correct answer: Accurately reads the scales. Writes the addition equation correctly.	Student correctly answers the question: Accurately reads scales, almonds = 223 g, raisins = 355 g. Writes the addition expression 223 + 355. Solves with 578 g.		
3 3.MD.2	incorrect answer.		Student gives a partially correct answer: Accurately reads bottle. Calculates 9 bottles.	Student correctly answers the question: Accurately reads bottle. Draws and labels tape diagram. Calculates 9 bottles.		





A Progression Toward Mastery						
4 3.MD.2 3.NBT.2	Student gives an incorrect answer. Attempt shows the student may not understand the meaning of the question.	Student gives an incorrect answer, reasonable attempt: Accurately reads scale at 744 g. Attempts to solve.	Student gives a partially correct answer: Accurately reads scale at 744 g. Solves with 224 g.	Student correctly answers the question: Accurately reads scale at 744 g. Writes a number sentence to calculate the weight of the peas, 224 g. Possible number sentence: 968 – 744 = 224.		
5 3.NBT.2 3.MD.1 3.MD.2	Student gives an incorrect answer. Attempt shows the student may not understand the meaning of the questions.	Student gives an incorrect answer with a reasonable attempt. Student misreads scale but calculates other parts of the problem correctly based on mistake.	Student gives a partially correct answer. All parts are correct besides Part (c), which may not be correctly calculated.	Student correctly answers each part of the question: a. Accurately reads scale at 3 kg. b. Estimates 21 kg. c. Estimates 12 kg. d. Calculates 46 minutes.		



Name Gina

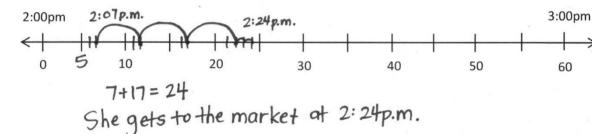
Date

- 1. Fatima runs errands.
 - a. The clock to the right shows what time she leaves home. What time does she leave?

Fatima leaves at 2:07p.m.



b. It takes Fatima 17 minutes to go from her home to the market. Use the number line below to show what time she gets to the market.



c. The clock to the right shows what time Fatima leaves the market. What time does she leave the market?

Fatima leaves the market at 2:53 p.m.



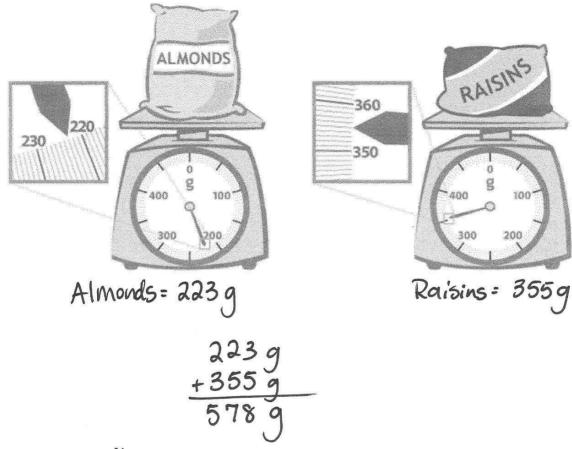


d. How long does Fatima spend at the market?

$$53-24 = 50-20-1$$
 $50 \neq 20 \neq 1 = 29$

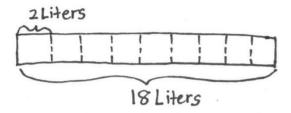
Fatima is at the store 29 minutes.

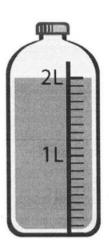
2. At the market, Fatima uses a scale to weigh a bag of almonds and a bag of raisins, shown below. What is the total weight of the almonds and raisins?



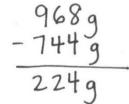
The total weight of the almonds and the vaisins is 578 grams.

3. The amount of juice in 1 bottle is shown to the right. Fatima needs 18 liters for a party. Draw and label a tape diagram to find how many bottles of juice she should buy.





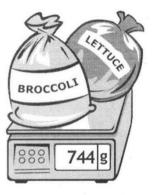
4. Altogether Fatima's lettuce, broccoli and peas weigh 968g. The total weight of her lettuce and broccoli is shown to the right. Write and solve a number sentence to find how much the peas weigh.



968 g
- 744 g

224 g

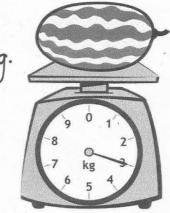
Fatima's peas weigh 224 grams.



- 5. Fatima weighs a watermelon, shown to the right.
 - a. How much does the watermelon weigh?

The watermelon weighs 3 kg.

b. Leaving the store Fatima thinks, "Each bag of groceries seems as heavy as a watermelon!" Use Fatima's idea about the weight of the ' watermelon to estimate the total weight of 7 bags.



7 x 3 kg= 21 kg

She estimates the bags weigh about 21 kg altogether.

c. The grocer helps carry about 9 kilograms. Fatima carries the rest. Estimate how many kilograms of groceries Fatima carries.



= 12 kg Fatima carries about 12 kg of groceries.

d. It takes Fatima 12 minutes to drive to the bank after she leaves the store, then 34 more minutes to drive home. How many minutes does Fatima drive after she leaves the store?

> 12 minutes + 34 minutes = 46 minutes Fatima drives for 46 minutes.



Module 2:

A STORY OF UNITS

GRADE

Mathematics Curriculum



GRADE 3 • MODULE 2

Topic C

Rounding to the Nearest Ten and Hundred

3.NBT.1, 3.MD.1, 3.MD.2

Focus Standar	ds:	3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
		3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
		3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (I). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
Instructional [Days:	3	
Coherence -L	Links from:	G2-M2	Addition and Subtraction of Length Units
-l	Links to:	G4-M2	Unit Conversions and Problem Solving with Metric Measurement

Topic C builds on students' Grade 2 work with comparing numbers according to the value of digits in the hundreds, tens, and ones places (2.NBT.4). Lesson 12 formally introduces rounding two-digit numbers to the nearest ten. Rounding to the leftmost unit usually presents the least challenging type of estimate for students, and so here the sequence begins. Students measure two-digit intervals of minutes and metric measurements, and then use place value understanding to round. They understand that when moving to the right across the places in a number, the digits represent smaller units. Intervals of minutes and metric measurements provide natural contexts for estimation. The number line, presented vertically, provides a new perspective on a familiar tool.

Students continue to use the vertical number line in Lessons 13 and 14. Their confidence with this tool by the end of Topic C lays the foundation for further work in Grades 4 and 5 (4.NBT.3, 5.NBT.4). In Lesson 13, the inclusion of rounding three-digit numbers to the nearest ten adds new complexity to the previous day's learning. Lesson 14 concludes the module as students round three- and four-digit numbers to the nearest hundred.



A STORY OF UNITS

Topic C 3 • 2

A Teaching Sequence Toward Mastery of Rounding to the Nearest Ten and Hundred

Objective 1: Round two-digit measurements to the nearest ten on the vertical number line. (Lesson 12)

Objective 2: Round two- and three-digit numbers to the nearest ten on the vertical number line. (Lesson 13)

Objective 3: Round to the nearest hundred on the vertical number line.

(Lesson 14)



Lesson 12

Objective: Round two-digit measurements to the nearest ten on the vertical number line.

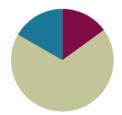
Suggested Lesson Structure

■ Fluency Practice (9 minutes)

■ Concept Development (41 minutes)

Student Debrief (10 minutes)

Total Time (60 minutes)



NOTES ON LESSON STRUCTURE:

This lesson does not include an Application Problem but rather uses an extended amount of time for the Problem Set. The Problem Set provides an opportunity for students to apply their newly acquired rounding skills to measurement.

Fluency Practice (9 minutes)

Rename the Tens 3.NBT.3 (4 minutes)
 Halfway on the Number Line 3.NBT.1 (5 minutes)

Rename the Tens (4 minutes)

Materials: (S) Personal white board

Note: This activity anticipates rounding in Lessons 13 and 14 by reviewing unit form.

T: (Write 9 tens = _____.) Say the number.

S: 90

Continue with the following possible sequence: 10 tens, 12 tens, 17 tens, 27 tens, 37 tens, 87 tens, 84 tens, and 79 tens.

Halfway on the Number Line (5 minutes)

Materials: (S) Personal white board

Note: This activity prepares students to round to the nearest ten in this lesson.

- T: (Project a vertical line with endpoints labeled 10 and 20.) What number is halfway between 1 ten and 2 tens?
- S: 15.
- T: (Write 15, halfway between 10 and 20.)

Repeat process with endpoints labeled 30 and 40.

T: Draw a vertical number line on your personal white board, and make tick marks at each end.



Lesson 12:

Round two-digit measurements to the nearest ten on the vertical number line.

Lesson 12 A STORY OF UNITS

- T: (Write 2 tens and 3 tens.) Label the tick marks at each end and at the halfway point.
- S: (Label 20 as the bottom point, 30 as the top point, and 25 as the halfway point.)

Continue with 90 and 100.

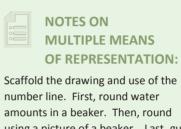
Concept Development (41 minutes)

Materials: (T) 100 mL beaker, water (S) Personal white board

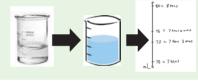
- T: (Show a beaker holding 73 milliliters of water.) This beaker has 73 milliliters of water in it. Show the amount on a vertical number line. Draw a vertical number line, like in today's Fluency Practice. (Model a vertical number line with tick marks for endpoints and a halfway point.)
- S: (Draw.)
- T: How many tens are in 73?
- S: 7 tens!
- T: Follow along with me on your board. (To the right of the lowest tick mark, write 70 = 7 tens.)
- T: What is 1 more ten than 7 tens?
- S: 8 tens!
- T: (Write 80 = 8 tens to the right of the top tick mark.)
- S: (Label.)
- T: What number is halfway between 7 tens and 8 tens?
- S: 7 tens and 5 ones, or 75.
- T: (Write 75 = 7 tens 5 ones to the right of the halfway point.) Label the halfway point.
- S: (Label.)
- T: Let's plot 73 on the number line. Remind me, what unit are we plotting on the number line?
- Milliliters!
- T: Say "Stop!" when my finger points to where 73 milliliters should be. (Move finger up the number line from 70 toward MP.6 75.)

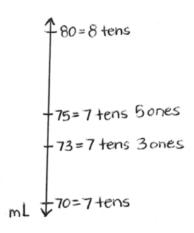
S: Stop!

T: (Plot and label 73 = 7 tens 3 ones.) Now that we know where 73 milliliters is, we can round the measurement to the nearest 10 milliliters. Look at your vertical number line. Is 73 milliliters more than halfway or less than halfway between 70 milliliters and 80 milliliters? Tell your partner how you know.



using a picture of a beaker. Last, guide students to see and draw the number line in isolation. If helpful, students can shade the water amount on the number line until plotting points is easy







Lesson 12 A STORY OF UNITS

73 milliliters is less than halfway between 70 and 80 milliliters. I know because 3 is less than 5, and 5 marks is halfway. \rightarrow 73 is 7 away from 80 but only 3 away from 70.

MP.6

73 milliliters rounded to the nearest ten is 70 milliliters. Another way to say it is that 73 milliliters is about 70 milliliters. About means that 70 milliliters is not the exact amount.

Continue with the following possible sequence: 61 centimeters, 38 minutes, and 25 grams. For each example, show how the vertical number line can be used even though the units have changed. Be sure to have a discussion about the convention of rounding numbers that end in 5 up to the next ten.

Problem Set (21 minutes)

Materials: (S) Problem Set, 4 bags of rice (pre-measured at four different weights within 100 g), 4 containers of water (pre-measured with four different liquid volumes within 100 mL), ruler, meter stick, blank paper, new pencil, digital scale measuring grams, 100 mL beaker, demonstration clock, classroom wall clock

Description: Students move through different stations to measure using centimeters, grams, milliliters, and minutes as units. Then, they apply learning from the Concept Development to round each measurement to the nearest ten. Students use a ruler, a clock, a beaker, or a drawn vertical number line as tools for rounding to the nearest ten.



For those students who have trouble conceptualizing *halfway*, demonstrate it using students as models. Two students represent the tens. A third student represents the number that is halfway. A fourth student represents the number being rounded. Discuss: Where does the student being rounded belong? When is the student more than halfway? Less than halfway? To which number would they round?



NOTES ON MATERIALS:

Adjust the number of measurement materials at each station (ruler, meter stick, digital scale, beaker, demonstration clock) depending both on what is available and on the number of students working at each station at a given time.

Directions: Work with a partner and move through the following stations to complete the Problem Set. Measure, and then round each measurement to the nearest ten.

- Station 1: Measure and round metric length using centimeters. (Provide the four objects listed in Problem 1 of the Problem Set, rulers, and meter sticks.)
- Station 2: Measure and round weight using grams. (Provide four bags of rice labeled at various weights below 100 grams and digital scales that measure in grams.)
- Station 3: Measure and round liquid volume using milliliters. (Provide four containers of various liquid volumes below 100 milliliters and 100-milliliter beakers for measuring.)
- Station 4: (Ongoing, students update the data for this station at Stations 1-3.) Record the exact time you start working at the first station, then the time you finish working at Stations 1, 2, and 3. Then, round each time to the nearest 10 minutes. (Provide demonstration clocks or have students draw vertical number lines to round.)



A STORY OF UNITS Lesson 12 3 • 2

Prepare students:

- Explain how to complete the problems using the examples provided in the Problem Set.
- Discuss how to perform the measurements at each station.
- Establish which tools students should use for rounding at each station (or differentiate for individual pairs of students).
- Clarify that students should ignore the numbers after the decimal point if scales measure more accurately than to the nearest gram. Students are rounding whole numbers.

Note: Making an immediate connection between the actual measurement and the rounded measurement helps students see the value of rounding. This activity concretizes the relationship between a given number and its relationship to the tens on either side of it. Students also see that when embedded within specific, real, and varied measurement contexts, 73 milliliters and 73 centimeters (rounded or not) have quite different meanings despite appearing nearly synonymous on the number line. Provide students with the language and guidance to engage in discussions that allow these ideas to surface.

Student Debrief (10 minutes)

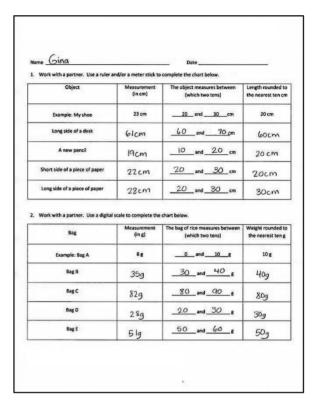
Lesson Objective: Round two-digit measurements to the nearest ten on the vertical number line.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their work in the Problem Set. They should compare answers with a partner before going over answers as a class. Look for misconceptions that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

 Discuss new vocabulary from today's lesson: round and about.



3. Work with a	partner. Use	a beaker to	complete the	chart below.

Container	Measurement (in mL)	The container measures between (which two tens)	Liquid volume rounded to the nearest ten mL
Example: Container A	33 mL	30 and40mL	30 mL
Container B	67mL		70 mL
Container C	12mL		10 mL
Container D	45 mL	_40_and_50_mL	50 mL
Container E	94mL		90 mL

4. Work with a partner. Use a beaker to complete the chart below

Activity	Actual time	The activity measures between (which two tens)	Time rounded to the nearest ten minutes
Example: Time we started math	10:03	_10:00 and10:10	10:00
Time I started the Problem Set	10:34	10:30 and 10:40	10:30
Time I finished station 1	10:41	[0:40 and 10:50	10:40
Time I finished station 2	10:48	10:40 and 10:50	10:50
Time I finished station 3	10:56	_10:50_ and _11:00	11:00



Lesson 12:

Round two-digit measurements to the nearest ten on the vertical number line.

A STORY OF UNITS Lesson 12 3 • 2

- Why is a vertical number line a good tool to use for rounding?
- How does labeling the halfway point help you to round?
- How did you round numbers that were the same as the halfway point?
- What are some real-world situations where it would be useful to round and estimate?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.



Name	Date	
	_	

1. Work with a partner. Use a ruler or a meter stick to complete the chart below.

Object	Measurement (in cm)	The object measures between (which two tens)	Length rounded to the nearest 10 cm
Example: My shoe	23 cm	<u>20</u> and <u>30</u> cm	20 cm
Long side of a desk		and cm	
A new pencil		and cm	
Short side of a piece of paper		and cm	
Long side of a piece of paper		and cm	

2. Work with a partner. Use a digital scale to complete the chart below.

Bag	Measurement (in g)	The bag of rice measures between (which two tens)	Weight rounded to the nearest 10 g
Example: Bag A	8 g	0 and10 g	10 g
Bag B		and g	
Bag C		and g	
Bag D		and g	
Bag E		and g	



3. Work with a partner. Use a beaker to complete the chart below.

Container	Measurement (in mL)	The container measures between (which two tens)	Liquid volume rounded to the nearest 10 mL
Example: Container A	33 mL	<u>30</u> and <u>40</u> mL	30 mL
Container B		and mL	
Container C		and mL	
Container D		and mL	
Container E		and mL	

4. Work with a partner. Use a clock to complete the chart below.

Activity	Actual time	The activity measures between (which two tens)	Time rounded to the nearest 10 minutes
Example: Time we started math	10:03	<u>10:00</u> and <u>10:10</u>	10:00
Time I started the Problem Set		and	
Time I finished Station 1		and	
Time I finished Station 2		and	
Time I finished Station 3		and	



Name	Date

The weight of a golf ball is shown below.





- a. The golf ball weighs ______.
- b. Round the weight of the golf ball to the nearest ten grams. Model your thinking on the number line.
- c. The golf ball weighs about ______.
- d. Explain how you used the halfway point on the number line to round to the nearest ten grams.



Name	Date

1. Complete the chart. Choose objects, and use a ruler or meter stick to complete the last two on your own.

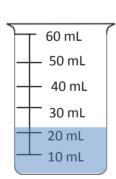
Object	Measurement (in cm)	The object measures between (which two tens)	Length rounded to the nearest 10 cm
Length of desk	66 cm	and cm	
Width of desk	48 cm	and cm	
Width of door	81 cm	and cm	
		and cm	
		and cm	

2. Gym class ends at 10:27 a.m. Round the time to the nearest 10 minutes.



Gym class ends at about _____ a.m.

3. Measure the liquid in the beaker to the nearest 10 milliliters.



There are about _____ milliliters in the beaker.

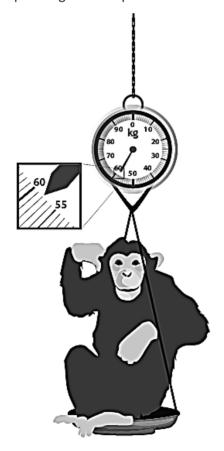
4. Mrs. Santos' weight is shown on the scale. Round her weight to the nearest 10 kilograms.



Mrs. Santos' weight is _____ kilograms.

Mrs. Santos weighs about _____ kilograms.

5. A zookeeper weighs a chimp. Round the chimp's weight to the nearest 10 kilograms.



The chimp's weight is _____ kilograms.

The chimp weighs about _____ kilograms.

Lesson 12:

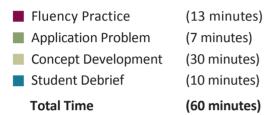
Round two-digit measurements to the nearest ten on the vertical number line.

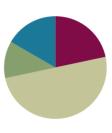
A STORY OF UNITS Lesson 13 3 • 2

Lesson 13

Objective: Round two- and three-digit numbers to the nearest ten on the vertical number line.

Suggested Lesson Structure





Fluency Practice (13 minutes)

•	Group Counting 3.OA.1	(4 minutes)
•	Rename the Tens 3.NBT.3	(4 minutes)
•	Halfway on the Number Line 3.NBT.1	(5 minutes)

Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition. It reviews foundational strategies for multiplication from Module 1 and anticipates Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count:

- Threes to 30
- Fours to 40
- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

As students' fluency with skip-counting improves, help them make a connection to multiplication by tracking the number of groups they count using their fingers.



A STORY OF UNITS Lesson 13 3 • 2

Rename the Tens (4 minutes)

Note: This activity prepares students for rounding in this lesson and anticipates the work in Lesson 14 where students round numbers to the nearest hundred on the number line.

- T: (Write 9 tens = _____.) Say the number.
- S: 90.

Continue with the following possible sequence: 10 tens, 20 tens, 80 tens, 63 tens, and 52 tens.

Halfway on the Number Line (5 minutes)

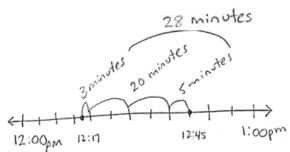
Note: This activity reviews rounding using a vertical number line from Lesson 12.

- T: (Project a vertical line with endpoints labeled 30 and 40.) What number is halfway between 3 tens and 4 tens?
- S: 35.
- T: (Write 35 halfway between 30 and 40.)

Continue with the following possible sequence: 130 and 140, 830 and 840, and 560 and 570.

Application Problem (7 minutes)

The school ballet recital begins at 12:17 p.m. and ends at 12:45 p.m. How many minutes long is the ballet recital?



Note: This problem reviews finding intervals of minutes from Topic A and leads directly into rounding intervals of minutes to the nearest ten in this lesson. Encourage students to share and discuss simplifying strategies they may have used to solve. Possible strategies:

- Count by ones from 12:17 to 12:20 and then by fives to 12:45.
- Count by tens and ones, 12:27, 12:37, plus 8 minutes.
- Subtract 17 minutes from 45 minutes.



A STORY OF UNITS Lesson 13

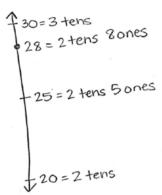
Concept Development (30 minutes)

Materials: (T) Place value cards (S) Personal white board

Problem 1: Round two-digit measurements to the nearest ten.

- T: Let's round 28 minutes to the nearest 10 minutes.
- T: How many tens are in 28? (Show place value cards for 28.)
- S: 2 tens! (Pull apart the cards to show the 2 tens as 20. Perhaps cover the zero in the ones to clarify the interpretation of 20 as 2 tens.)
- T: Draw a tick mark near the bottom of the number line. To the right, label it 20 = 2 tens.
- S: (Draw and label 20 = 2 tens.)
- T: What is 1 more ten than 2 tens?
- S: 3 tens! (Show the place value card for 30 or 3 tens. Again, cover the zero to help clarify.)
- T: Draw a tick mark near the top of the number line. To the right, label it 30 = 3 tens.
- S: (Draw and label 30 = 3 tens.)
- T: What number is halfway between 20 and 30?
- S: 25.
- T: In unit form, what number is halfway between 2 tens and 3 tens?
- S: 2 tens 5 ones.
- T: (Show 2 tens 5 ones with the place value cards.) Estimate to draw a tick mark halfway between 20 and 30. Label it 25 = 2 tens 5 ones.
- S: (Draw and label 25 = 2 tens 5 ones.)
- T: When you look at your vertical number line, is 28 more than halfway or less than halfway between 20 and 30? Turn and talk to a partner about how you know. Then plot it on the number line.
- S: 28 is more than halfway between 2 tens and 3 tens. \rightarrow I know because 28 is more than 25, and 25 is halfway. \rightarrow I know because 5 ones is halfway, and 8 is more than 5.
- T: What is 28 rounded to the nearest ten?
- S: 30.
- T: Tell me in unit form.
- S: 2 tens 8 ones rounded to the nearest ten is 3 tens.
- T: Let's go back to our Application Problem. How would you round to answer the question, "About how long was the ballet recital?" Discuss with a partner.
- S: The ballet recital took about 30 minutes. → Rounded to the nearest ten, the ballet recital took 30 minutes.

Continue with rounding 17 milliliters to the nearest ten. (Leave the number line used for this on the board. It will be used in Problem 2.)











Alternatively, challenge students who round with automaticity to quickly round 28 minutes to the nearest 10 minutes (without the number line). Students can then write their own word problem for rounding 17 milliliters or 17 minutes.



Lesson 13:

Round two- and three-digit numbers to the nearest ten on the vertical number line.

\$20 = 2 tens

±10=1 ten

15 = 1 ten 5 ones

Problem 2: Round three-digit measurements of milliliters to the nearest ten.

- T: To round 17 milliliters to the nearest ten, we drew a number line with **endpoints** 1 ten and 2 tens. How will our endpoints change to round 1 hundred 17 to the nearest ten? Turn and talk.
- S: Each endpoint has to grow by 1 hundred.
- T: How many tens are in 1 hundred? (Show the place value card of 100.)
- S: 10 tens.
- T: When I cover the ones, we see the 10 tens. (Put your hand over the zero in the ones place.)
- T: What is 1 more ten than 10 tens?
- S: 11 tens.
- T: (Show the place value cards for 10 tens and then 11 tens, that is, 100 and 110.)
- T: (Show 117 with the place value cards.)
- T: How many tens are in 117? Turn and talk about how you know.
- S: (Track on fingers.) 10, 20, 30, 40, 50, ..., 110. Eleven tens. \rightarrow 17 has 1 ten, so 117 has 10 tens, plus 1 ten makes 11 tens. \rightarrow 110 has 11 tens. \rightarrow 100 has 10 tens and one more ten is 11 tens.
- 120

\$120=12 tens

+110=11 tens

-115=11 tens 5 ones

MP.6

- T: What is 1 more ten than 11 tens?
- S: 12 tens.
- T: What is the value of 12 tens?
- S: 120.
- T: What will we label our bottom endpoint on the number line when we round 117 to the nearest ten?
- S: 110 = 11 tens.
- T: The top endpoint?
- S: 120 = 12 tens.
- T: (Draw and label endpoints on the vertical number line.)
- T: How should we label our halfway point?
- S: 115 = 11 tens 5 ones.
- T: (Show 11 tens 5 ones with the place value cards.) On your number line, mark and label the halfway point.
- S: (Mark and label the halfway point.)
- T: Is 117 more or less than halfway between 110 and 120? Tell your partner how you know.
- S: It's closer to 120. 17 is only 3 away from 20, but 7 away from 10. → It's more than halfway between 110 and 120.



Lesson 13:

Round two- and three-digit numbers to the nearest ten on the vertical number line.

A STORY OF UNITS Lesson 13 3 • 2

T: Label 117 on your number line now. (Allow time for students to label 117.) What is 117 rounded to the nearest ten? Use a complete sentence.

- S: 117 rounded to the nearest ten is 120.
- T: Tell me in unit form with tens and ones.
- S: 11 tens 7 ones rounded to the nearest ten is 12 tens.
- T: What is 17 rounded to the nearest ten?
- S: 20
- T: Again, what is 117 rounded to the nearest ten?
- S: 120.
- T: Remember from telling time that a number line is continuous. The models we drew to round 17 milliliters and 117 milliliters were the same, even though they showed different portions of the number line; corresponding points are 1 hundred milliliters apart. Discuss the similarities and differences between rounding within those two intervals with your partner.



Reduce the small motor demands of plotting points on a number line by enlarging the number line and offering alternatives to marking with a pencil, such as placing stickers or blocks.

Additionally, connect back to yesterday's lesson by using beakers or scales with water or rice.

S: All the numbers went in the same place, we just wrote a 1 in front of them all to show they were 1 hundred more. → We still just paid attention to the number of tens. We thought about if 17 was more or less than halfway between 10 and 20.

Continue with rounding the following possible measurements to the nearest ten: 75 mL, 175 mL, 212 g, 315 mL, and 103 kg.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. Depending on your class, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.



NOTES ON SYMBOLS:

This symbol is used to show that the answer is an approximate: ≈. Before students start work on the Problem Set, call their attention to it and point out the difference between ≈ and =.



A STORY OF UNITS Lesson 13 3 • 2

Student Debrief (10 minutes)

Lesson Objective: Round two- and three-digit numbers to the nearest ten on the vertical number line.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

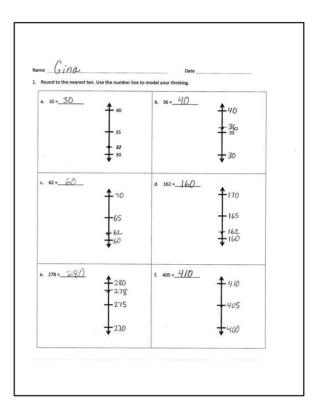
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

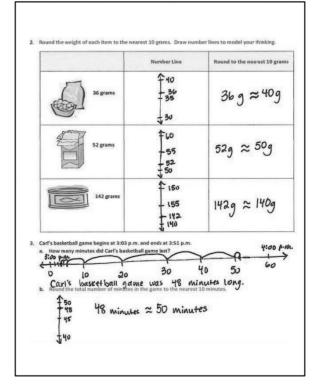
Any combination of the questions below may be used to lead the discussion.

- What is the same and different about Problems 1(c) and 1(d)? Did you solve the problems differently? Why or why not?
- Look at Problem 1(f). Did the zero in 405 make the problem challenging? Why?
- How did our fluency activities Rename the Ten and Halfway on the Number Line help with our rounding work today?
- Think back to yesterday's activity where we measured and then rounded at stations. How did that work help you envision the units we worked with today on the number line?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.







Name _____

Date _____

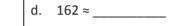
1. Round to the nearest ten. Use the number line to model your thinking.



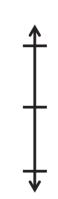
b. 36 ≈ _____



c. 62 ≈ _____







e. 278 ≈ _____



f. 405 ≈ _____



Lesson 13:

Round two- and three-digit numbers to the nearest ten on the vertical number line.

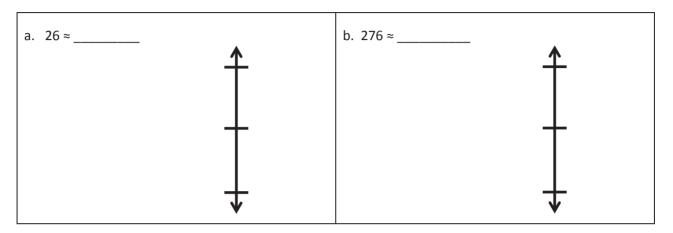
2. Round the weight of each item to the nearest 10 grams. Draw number lines to model your thinking.

Item	Number Line	Round to the nearest 10 grams
36 grams		
52 grams		
142 grams		

- 3. Carl's basketball game begins at 3:03 p.m. and ends at 3:51 p.m.
 - a. How many minutes did Carl's basketball game last?
 - b. Round the total number of minutes in the game to the nearest 10 minutes.

Date _____

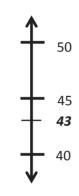
1. Round to the nearest ten. Use the number line to model your thinking.



2. Bobby rounds 603 to the nearest ten. He says it is 610. Is he correct? Why or why not? Use a number line and words to explain your answer.

Date _____

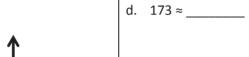
1. Round to the nearest ten. Use the number line to model your thinking.



b. 48 ≈ _____



c. 73 ≈ _____





e. 189 ≈ _____



f. 194 ≈ _____



2. Round the weight of each item to the nearest 10 grams. Draw number lines to model your thinking.

Item	Number Line	Round to the nearest 10 grams
Cereal bar: 45 grams		
Loaf of bread: 673 grams		

3. The Garden Club plants rows of carrots in the garden. One seed packet weighs 28 grams. Round the total weight of 2 seed packets to the nearest 10 grams. Model your thinking using a number line.



A STORY OF UNITS Lesson 14 3 • 2

Lesson 14

Objective: Round to the nearest hundred on the vertical number line.

Suggested Lesson Structure





Fluency Practice (11 minutes)

Sprint: Find the Halfway Point 3.NBT.1 (9 minutes)
 Rename the Tens 3.NBT.3 (2 minutes)

Sprint: Find the Halfway Point (9 minutes)

Materials: (S) Find the Halfway Point Sprint

Note: This activity directly supports students' work with rounding by providing practice with finding the halfway point between two numbers.

Rename the Tens (2 minutes)

Note: This activity prepares students for rounding in today's lesson.

T: (Write 11 tens = _____.) Say the number.

S: 110.

Continue with the following possible sequence: 19 tens, 20 tens, 28 tens, 30 tens, and 40 tens.

Application Problem (9 minutes)

Materials: (S) Unlabeled place value chart (Template), place value disks (13 hundreds, 10 tens, 8 ones)

Students model the following on the place value chart:

- 10 tens
- 10 hundreds
- 13 tens

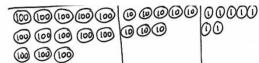


Lesson 14: Round to the nearest hundred on the vertical number line.

Lesson 14 A STORY OF UNITS

- 13 hundreds
- 13 tens and 8 ones
- 13 hundreds 8 tens 7 ones

Drawn Representation of Place Value Chart and Disks Showing 13 Hundreds 8 Tens 7



Note: This problem prepares students for the place value knowledge necessary for Problem 2 in this lesson. They need to understand that there are 13 hundreds in 1387. Through MP.6 discussion, help students explain the difference between the total number of hundreds in 1387 and the digit in the hundreds place. Use the place value cards to reinforce this discussion if necessary (shown below to the right).

Concept Development (30 minutes)

Materials: (T) Place value cards (S) Personal white board

Problem 1: Round three-digit numbers to the nearest hundred.

- T: We've practiced rounding numbers to the nearest ten. Today, let's find 132 grams rounded to the nearest hundred.
- T: How many hundreds are in 132 grams? (Show place value cards for 132.)
- S: 1 hundred! (Pull apart the cards to show the hundred as 100.)
- T: Draw a vertical number line on your personal white board. (Allow students to draw number line.) Draw a tick mark near the bottom of the number line. To the right, label it 100 = 1 hundred.
- S: (Draw and label 100 = 1 hundred.)
- T: What is 1 more hundred?
- S: 2 hundreds! (Show the place value card for 200 or 2 hundreds.)
- T: Draw a tick mark near the top of the number line. To the right, label 200 = 2 hundreds.
- S: (Draw and label 200 = 2 hundreds.)
- T: What number is halfway between 100 and 200?
- S: 150.
- T: In unit form, what number is halfway between 1 hundred and 2 hundreds?
- 1 hundred 5 tens. (Show with the place value cards.)
- T: Estimate to draw a tick mark halfway between 100 and 200. Label it 150 = 1 hundred 5 tens.
- S: (Draw and label as 150 = 1 hundred 5 tens.)
- T: Estimate to mark and label the location of 132.
- S: (Mark and label 132.)



Lesson 14:

Round to the nearest hundred on the vertical number line.

A STORY OF UNITS Lesson 14 3 • 2

T: When you look at your vertical number line, is 132 more than halfway or less than halfway between 100 and 200? Turn and talk to a partner.

- S: 132 is less than halfway between 1 hundred and 2 hundreds. → I know because 132 is less than 150, and 150 is halfway. → I know because 5 tens is halfway, and 3 tens is less than 5 tens.
- T: 132 grams rounded to the nearest hundred grams is...?
- S: 100 grams.
- T: Tell me in unit form.
- S: 1 hundred 3 tens 2 ones rounded to the nearest hundred is 1 hundred.

Continue with rounding 250 grams and 387 milliliters to the nearest hundred. (Leave the number line for 387 milliliters on the board. It will be used in Problem 2.)

Problem 2: Round four-digit numbers to the nearest hundred.

- T: To round 387 milliliters to the nearest hundred, we drew a number line with endpoints 3 hundreds and 4 hundreds. Suppose we round 1,387 milliliters to the nearest hundred. How many hundreds are in 1,387?
- S: 13 hundreds.
- T: What is 1 more hundred?
- S: 14 hundreds.
- T: (Draw a vertical number line with endpoints labeled 13 hundreds and 14 hundreds next to the number line for 387.) Draw my number line on your board. Then, work with your partner to estimate, mark, and label the halfway point, as well as the location of 1,387.
- S: (Mark and label 13 hundreds 5 tens and 1,387.)
- T: Is 1,387 more than halfway or less than halfway between 13 hundreds and 14 hundreds?
- S: It's more than halfway.
- T: Then, what is 1,387 milliliters rounded to the nearest hundred milliliters?
- S: 14 hundred milliliters.

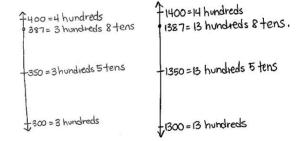
Continue using the following possible sequence: 1,582; 2,146; and 3.245.





Support students as they locate points on the number line by allowing them to count by tens and mark all points between 1,300 and 1,400.

Alternatively, challenge students to offer three other numbers similar to 2,146 that would be rounded to 2,100.



Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.



A STORY OF UNITS Lesson 14 3 • 2

Student Debrief (10 minutes)

Lesson Objective: Round to the nearest hundred on the vertical number line.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

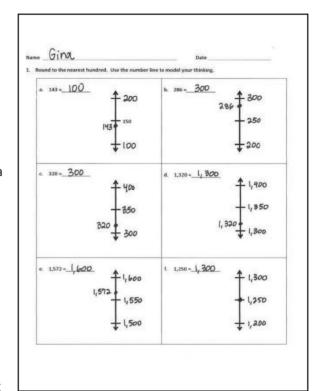
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

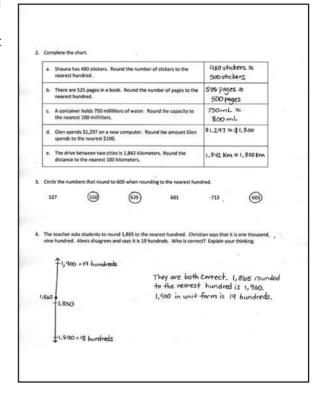
Any combination of the questions below may be used to lead the discussion.

- Have students share their explanations for Problem 4, particularly if there is disagreement.
- What strategies did you use to solve Problem 3?
- How is the procedure for rounding to the nearest hundred the same or different for three-digit and four-digit numbers?
- How is rounding to the nearest hundred different from rounding to the nearest ten?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.







Find the Halfway Point

A STORY OF UNITS

1.	0	 10
2.	10	 20
3.	20	 30
4.	70	 80
5.	80	 70
6.	40	 50
7.	50	 40
8.	30	 40
9.	40	 30
10.	70	 60
11.	60	 70
12.	80	 90
13.	90	 100
14.	100	 90
15.	90	 80
16.	50	 60
17.	150	 160
18.	250	 260
19.	750	 760
20.	760	 750
21.	80	 90
22.	180	 190

Number Correct:	

23.	280	290
24.	580	590
25.	590	580
26.	30	40
27.	930	940
28.	70	60
29.	470	460
30.	90	100
31.	890	900
32.	990	1,000
33.	1,000	1,010
34.	70	80
35.	1,070	1,080
36.	1,570	1,580
37.	480	490
38.	1,480	1,490
39.	1,080	1,090
40.	360	350
41.	1,790	1,780
42.	400	390
43.	1,840	1,830
44.	1,110	1,100



Find the Halfway Point

Number Correct:	
Improvement:	

1.	10	20
2.	20	30
3.	30	40
4.	60	70
5.	70	60
6.	50	60
7.	60	50
8.	40	50
9.	50	40
10.	80	70
11.	70	80
12.	80	90
13.	90	100
14.	100	90
15.	90	80
16.	60	70
17.	160	170
18.	260	270
19.	560	570
20.	570	560
21.	70	80
22.	170	180

23.	270	 280
24.	670	 680
25.	680	 670
26.	20	 30
27.	920	 930
28.	60	 50
29.	460	 450
30.	90	 100
31.	890	 900
32.	990	 1,000
33.	1,000	 1,010
34.	20	 30
35.	1,020	 1,030
36.	1,520	 1,530
37.	380	 390
38.	1,380	 1,390
39.	1,080	 1,090
40.	760	 750
41.	1,690	 1,680
42.	300	 290
43.	1,850	 1,840
44.	1,220	 1,210



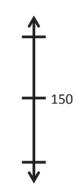
Lesson 14:

Round to the nearest hundred on the vertical number line.

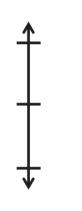
Name _____

Date _____

1. Round to the nearest hundred. Use the number line to model your thinking.



b. 286 ≈ _____



c. 320 ≈ _____



d. 1,320 ≈ _____



e. 1,572 ≈ _____



f. 1,250 ≈ _____



Lesson 14:

Round to the nearest hundred on the vertical number line.

	2.	Comp	lete	the	chart.
--	----	------	------	-----	--------

a.	Shauna has 480 stickers. Round the number of stickers to the nearest hundred.	
b.	There are 525 pages in a book. Round the number of pages to the nearest hundred.	
C.	A container holds 750 milliliters of water. Round the capacity to the nearest 100 milliliters.	
d.	Glen spends \$1,297 on a new computer. Round the amount Glen spends to the nearest \$100.	
e.	The drive between two cities is 1,842 kilometers. Round the distance to the nearest 100 kilometers.	

3. Circle the numbers that round to 600 when rounding to the nearest hundred.

527

550

639

681

713

603

4. The teacher asks students to round 1,865 to the nearest hundred. Christian says that it is one thousand, nine hundred. Alexis disagrees and says it is 19 hundreds. Who is correct? Explain your thinking.



Date _____

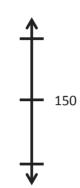
1. Round to the nearest hundred. Use the number line to model your thinking.

2. There are 685 people at the basketball game. Draw a vertical number line to round the number of people to the nearest hundred people.

Name _____

Date _____

1. Round to the nearest hundred. Use the number line to model your thinking.



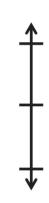
b. 342 ≈ _____



c. 260 ≈ _____



d. 1,260 ≈ _____



e. 1,685 ≈ _____



f. 1,804 ≈ _____



Lesson 14:

Round to the nearest hundred on the vertical number line.

	2.	Comp	lete	the	chart.
--	----	------	------	-----	--------

а.	Luis has 217 baseball cards. Round the number of cards Luis has to the nearest hundred.	
b.	There were 462 people sitting in the audience. Round the number of people to the nearest hundred.	
c.	A bottle of juice holds 386 milliliters. Round the capacity to the nearest 100 milliliters.	
d.	A book weighs 727 grams. Round the weight to the nearest 100 grams.	
e.	Joanie's parents spent \$1,260 on two plane tickets. Round the total to the nearest \$100.	

3. Circle the numbers that round to 400 when rounding to the nearest hundred.

368

342

420

492

449

464

4. There are 1,525 pages in a book. Julia and Kim round the number of pages to the nearest hundred. Julia says it is one thousand, five hundred. Kim says it is 15 hundreds. Who is correct? Explain your thinking.



unlabeled place value chart



GRADE

Mathematics Curriculum



GRADE 3 • MODULE 2

Topic D

Two- and Three-Digit Measurement Addition Using the Standard Algorithm

3.NBT.2, 3.NBT.1, 3.MD.1, 3.MD.2

Focus Standard:		3.NBT.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Instructional Days:		3	
Coherence -Lin	ks from:	G2-M2	Addition and Subtraction of Length Units
		G2-M5	Addition and Subtraction Within 1000 with Word Problems to 100
-Lin	ks to:	G4-M1	Place Value, Rounding, and Algorithms for Addition and Subtraction

In Topic D, students revisit the standard algorithm for addition, which was first introduced in Grade 2 (2.NBT.7). In this topic, they add two- and three-digit metric measurements and intervals of minutes within 1 hour. Lesson 15 guides students to apply the place value concepts they practiced with rounding to model composing larger units once on the place value chart. They use the words *bundle* and *rename* as they add like base ten units, working across the numbers unit by unit (ones with ones, tens with tens, hundreds with hundreds). As the lesson progresses, students transition away from modeling on the place value chart and move toward using the standard algorithm.

Lesson 16 adds complexity to the previous day's learning by presenting problems that require students to compose larger units twice. Again, students begin by modeling on the place value chart, this time renaming both the ones and tens places. Lesson 17 culminates the topic with applying addition involving renaming to solving measurement word problems. Students draw tape diagrams to model problems. They round to estimate the sums of measurements and then solve problems using the standard algorithm. By comparing their estimates with precise calculations, students assess the reasonableness of their solutions.



A STORY OF UNITS

Topic D 3 • 2

A Teaching Sequence Toward Mastery of Two- and Three-Digit Measurement Addition Using the Standard Algorithm

Objective 1: Add measurements using the standard algorithm to compose larger units once.

(Lesson 15)

Objective 2: Add measurements using the standard algorithm to compose larger units twice.

(Lesson 16)

Objective 3: Estimate sums by rounding and apply to solve measurement word problems.

(Lesson 17)

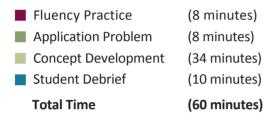


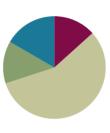
A STORY OF UNITS Lesson 15 3 • 2

Lesson 15

Objective: Add measurements using the standard algorithm to compose larger units once.

Suggested Lesson Structure





Fluency Practice (8 minutes)

Part–Whole with Measurement Units 3.MD.2 (3 minutes)
 Round Three- and Four-Digit Numbers 3.NBT.1 (5 minutes)

Part-Whole with Measurement Units (3 minutes)

Materials: (S) Personal white board

Note: This activity reviews part—whole thinking using measurement units.

- T: There are 100 centimeters in 1 meter. How many centimeters are in 2 meters?
- S: 200 centimeters.
- T: 3 meters?
- S: 300 centimeters.
- T: 8 meters?
- S: 800 centimeters.
- T: (Write 50 minutes + ____ minutes = 1 hour.) There are 60 minutes in 1 hour. On your personal white board, fill in the equation.
- S: (Write 50 minutes + 10 minutes = 1 hour.)

Continue with the following suggested sequence: 30 minutes and 45 minutes.

- T: (Write 800 mL + ____ mL = 1 L.) There are 1,000 milliliters in 1 liter. On your board, fill in the equation.
- S: (Write 800 mL + 200 mL = 1 L.)

Continue with the following suggested sequence: 500 mL, 700 mL, and 250 mL.



Lesson 15:

Add measurements using the standard algorithm to compose larger units once.

A STORY OF UNITS Lesson 15 3 • 2

- T: (Write 1 kg 500 g = ____ g.) There are 1,000 grams in 1 kilogram. On your board, fill in the equation.
- S: (Write 1 kg 500 g = 500 g.)

Continue with the following suggested sequence: Subtract 300 g, 700 g, and 650 g from 1 kg.

Round Three- and Four-Digit Numbers (5 minutes)

Materials: (S) Personal white board

Note: This activity reviews rounding from Lessons 13 and 14.

- T: (Write $87 \approx$ ___.) What is 87 rounded to the nearest ten?
- S: 90.

Continue with the following possible sequence: 387, 43, 643, 35, and 865.

- T: (Write $237 \approx$ ___.) 237 is between which 2 hundreds?
- S: 200 and 300.
- T: On your board, draw a vertical number line. Mark 200 and 300 as your endpoints and label the halfway point.
- S: (Label 200 and 300 as endpoints and 250 as the halfway point.)
- T: Show where 237 falls on the number line, and then round to the nearest hundred.
- S: (Plot 237 between 200 and 250 and write 237 ≈ 200.)

Continue with the following suggested sequence: 1,237; 678; 1,678; 850; 1,850; and 2,361.

Application Problem (8 minutes)

Use mental math to solve these problems. Record your strategy for solving each problem.

- a. 46 mL + 5 mL
- b. 39 cm + 8 cm
- c. 125 g + 7 g
- d. 108 L + 4 L

Possible strategies:

- a. 46 mL + 4 mL + 1 mL = 50 mL + 1 mL = 51 mL
- b. 39 cm + 1 cm + 7 cm = 40 cm + 7 cm = 47 cm
- c. 125 g + 5 g + 2 g = 130 g + 2 g = 132 g
- d. 108 L + 2 L + 2 L = 110 L + 2 L = 112 L

Note: This problem is designed to show that mental math can be an efficient strategy even when renaming is required. It also sets up the conversation in the Student Debrief about when and why the standard algorithm is used. Be sure to give students an opportunity to discuss and show how they solved these problems.



A STORY OF UNITS Lesson 15

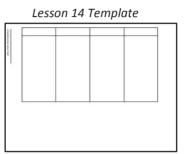
Concept Development (34 minutes)

Materials: (T) 2 beakers, water (S) Unlabeled place value chart (Lesson 14 Template), place value disks, personal white board

Students start with the unlabeled place value chart template in their personal white boards.

- T: (Show Beaker A with 56 milliliters of water and Beaker B with 27 milliliters of water.) Beaker A has 56 milliliters of water, and Beaker B has 27 milliliters of water. Let's use place value charts and place value disks to find the total milliliters of water in both beakers.
- T: Use place value disks to represent the amount of water from Beaker A on your chart. (Allow time for students to work.)
- T: Record 56 milliliters in the workspace on your personal white board below the place value chart.
- T: Leave the disks for 56 on your chart. Use more disks to represent the amount of water from Beaker B. Place them below your model of 56. (Allow time for students to work.)
- T: In the workspace on your board, use an addition sign to show that you added 27 milliliters to 56 milliliters.
- T: (Point to the place value disks in the ones column.) Six ones plus 7 ones equals ...?
- S: 13 ones.
- T: We can change 10 ones for 1 ten. Take 10 ones disks and change them for 1 tens disk. Where do we put the tens disk on the place value chart?
- S: In the tens column.
- T: How many ones do we have now?
- S: 3 ones!
- T: Let's show that same work in the problem we wrote in our workspace on our boards. If you wrote your problem horizontally, rewrite it vertically so that it looks like mine.
- 56 mL + 27 mL

- T: (Point to the ones.) 6 ones plus 7 ones equals ...?
- S: 13 ones.
- T: Let's rename some ones as tens. How many tens and ones in 13 ones?
- S: 1 ten and 3 ones.





NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

English language learners and others will benefit from the real-world context, the varied methods for response (personal white boards, models, numbers, etc.), and the introduction to academic math language (standard algorithm) at the end of the lesson.



- T: This is how we show renaming using the **standard algorithm**. (Write the 1 so that it crosses the line under the tens in the tens place and the 3 below the line in the ones column. This way you write 13 rather than 3 and 1 as separate numbers. Refer to the vertical addition shown to the right.) Show this work on your board.
- 56 mL + 27 m L
- T: Talk to a partner. How is this work similar to the work we did with the place value disks?
- S: (Discuss.)
- T: That's right. Renaming in the algorithm is the same as changing with our place value disks.
- T: (Point to the place value disks in the tens column.) 5 tens plus 2 tens plus 1 ten equals...?
- S: 8 tens!
- T: 8 tens 3 ones makes how many milliliters of water in the bowl?
- S: 83 milliliters.
- T: Let's show that in our problem. (Point to the tens.) 5 tens plus 2 tens plus 1 ten equals...?
- S: 8 tens.
- T: Record 8 tens below the line in the tens column.
- T: What unit do we need to include in our answer?
- S: Milliliters!
- T: Read the problem with me. (Point and read.) 56 milliliters plus 27 milliliters equals 83 milliliters. We just used the standard algorithm as a tool for solving this problem.
- 56 mL + 27 m L 83 m L

- T: How can I check our work using the beaker?
- S: Pour the water from one beaker into the other beaker and read the measurement.
- T: (Pour.) The amount of water in the beaker is 83 milliliters!

Continue with the following suggested problems:

- Add to with start unknown: Lisa draws a line on the board. Marcus shortens the length of the line by erasing 32 centimeters. The total length of the line is now 187 centimeters. How long is the line that Lisa drew?
- Compare with bigger unknown (start unknown): John reads for 74 minutes on Wednesday. On Thursday, he reads for 17 more minutes than he read on Wednesday. How many total minutes does John read on Wednesday and Thursday?



NOTES ON THE PROBLEM SET:

The problems in the Problem Set are written horizontally so that students do not assume that they need to use the standard algorithm to solve. Mental math may be a more efficient strategy in some cases. Invite students to use the algorithm as a strategic tool, purposefully choosing it rather than defaulting to it.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.



Lesson 15:

Add measurements using the standard algorithm to compose larger units once.

Student Debrief (10 minutes)

Lesson Objective: Add measurements using the standard algorithm to compose larger units once.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

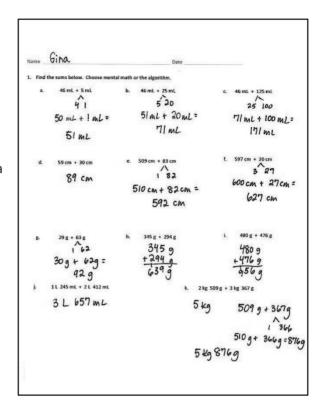
Any combination of the questions below may be used to lead the discussion.

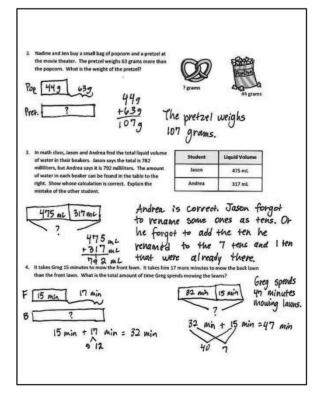
Notice the units in Problems 1(j) and 1(k). Both problems use both kilograms and grams. Did having two units in the problem change anything about the way you solved?



What pattern did you notice between Problems 1(a), 1(b), and 1(c)? How did this pattern help you solve the problems?

- Did you rewrite any of the horizontal problems vertically? Why?
- Which problems did you solve using mental math? The standard algorithm? Why did you use the standard algorithm for some problems and mental math for other problems? Think about the strategies you used to solve today's Application Problem to help you answer this question.
- Explain to your partner how you used the standard algorithm to solve Problem 3. Did you rename the ones? Tens? Hundreds?
- Explain to your partner what your tape diagram looked like for Problem 4.
- How are Problems 2 and 4 similar? How are they different from the other problems?







Lesson 15:

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.



Date _____

- 1. Find the sums below. Choose mental math or the algorithm.

 - a. 46 mL + 5 mL b. 46 mL + 25 mL c. 46 mL + 125 mL

- d. 59 cm + 30 cm e. 509 cm + 83 cm f. 597 cm + 30 cm

- g. 29 g + 63 g h. 345 g + 294 g i. 480 g + 476 g

j. 1 L 245 mL + 2 L 412 mL

k. 2 kg 509 g + 3 kg 367 g

2. Nadine and Jen buy a small bag of popcorn and a pretzel at the movie theater. The pretzel weighs 63 grams more than the popcorn. What is the weight of the pretzel?







3. In math class, Jason and Andrea find the total liquid volume of water in their beakers. Jason says the total is 782 milliliters, but Andrea says it is 792 milliliters. The amount of water in each beaker can be found in the table to the right. Show whose calculation is correct. Explain the mistake of the other student.

Student Liquid Volume	
Jason	475 mL
Andrea	317 mL

4. It takes Greg 15 minutes to mow the front lawn. It takes him 17 more minutes to mow the back lawn than the front lawn. What is the total amount of time Greg spends mowing the lawns?



Date _____

- 1. Find the sums below. Choose mental math or the algorithm.
 - a. 24 cm + 36 cm
- b. 562 m + 180 m c. 345 km + 239 km

- 2. Brianna jogs 15 minutes more on Sunday than Saturday. She jogged 26 minutes on Saturday.
 - a. How many minutes does she jog on Sunday?

b. How many minutes does she jog in total?



Name	Date

- 1. Find the sums below. Choose mental math or the algorithm.
 - a. 75 cm + 7 cm

- c. 362 mL + 229 mL
- e. 451 mL + 339 mL

- b. 39 kg + 56 kg
- d. 283 g + 92 g

f. 149 L + 331 L

2. The liquid volume of five drinks is shown below.

Drink	Liquid Volume
Apple juice	125 mL
Milk	236 mL
Water	248 mL
Orange juice	174 mL
Fruit punch	208 mL

a. Jen drinks the apple juice and the water. How many milliliters does she drink in all?

Jen drinks _____ mL.

b. Kevin drinks the milk and the fruit punch. How many milliliters does he drink in all?

3. There are 75 students in Grade 3. There are 44 more students in Grade 4 than in Grade 3. How many students are in Grade 4?

4. Mr. Green's sunflower grew 29 centimeters in one week. The next week it grew 5 centimeters more than the previous week. What is the total number of centimeters the sunflower grew in 2 weeks?

5. Kylie records the weights of 3 objects as shown below. Which 2 objects can she put on a pan balance to equal the weight of a 460 gram bag? Show how you know.

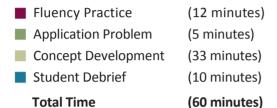
Paperback Book	Banana	Bar of Soap
343 grams	108 grams	117 grams

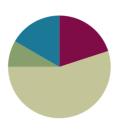


Lesson 16

Objective: Add measurements using the standard algorithm to compose larger units twice.

Suggested Lesson Structure





Fluency Practice (12 minutes)

Part–Whole with Measurement Units 3.MD.2 (3 minutes)
 Round Three- and Four-Digit Numbers 3.NBT.1 (5 minutes)
 Group Counting 3.OA.1 (4 minutes)

Part-Whole with Measurement Units (3 minutes)

Materials: (S) Personal white board

Note: This activity reviews part—whole thinking using measurement units.

- T: There are 100 centimeters in 1 meter. How many centimeters are in 4 meters?
- S: 400 centimeters.
- T: 5 meters?
- S: 500 centimeters.
- T: 7 meters?
- S: 700 centimeters.
- T: (Write 30 minutes + ____ minutes = 1 hour.) There are 60 minutes in 1 hour. On your personal white board, fill in the equation.
- S: (Write 30 minutes + 30 minutes = 1 hour.)

Continue with the following suggested sequence: 40 minutes and 25 minutes.

- T: (Write 300 mL + ____ mL = 1 L.) There are 1,000 milliliters in 1 liter. On your board, fill in the equation.
- S: (Write 300 mL + 700 mL = 1 liter.)

Continue with the following suggested sequence: 200 mL, 600 mL, and 550 mL.



Lesson 16: Add measurements using the standard algorithm to compose larger

units twice.

Round Three- and Four-Digit Numbers (5 minutes)

Materials: (S) Personal white board

Note: This activity reviews rounding from Lessons 13 and 14.

T: (Write $73 \approx$.) What is 73 rounded to the nearest ten?

S: 70.

Repeat the process, varying the numbers.

Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition. It reviews foundational strategies for multiplication from Module 1 and anticipates Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count:

- Threes to 30
- Fours to 40
- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

As students' fluency with skip-counting improves, help them make a connection to multiplication by tracking the number of groups they count using their fingers.

Application Problem (5 minutes)

Josh's apple weighs 93 grams. His pear weighs 152 grams. What is the total weight of the apple and the pear?

Note: This problem reviews the use of the standard algorithm to compose larger units once.



Concept Development (33 minutes)

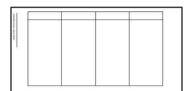
Materials: (T) Bag A of beans (266 grams), Bag B of beans (158 grams), scale that weighs in grams

(S) Personal white board, unlabeled place value chart (Lesson 14 Template), place value disks

Problem 1: Use place value charts, disks, and the standard algorithm to add measurements, composing larger units twice.

Students start with the unlabeled place value chart template in their personal white boards.

- T: (Show Bags A and B.) Bag A has 266 grams of beans, and Bag B has 158 grams of beans. Let's use our place value charts and place value disks to figure out how many grams of beans we have altogether.
- T: Use disks to represent the weight of the beans in Bag B.
- S: (Put 8 ones disks in the ones column, 5 tens disks in the tens column, and 1 hundreds disk in the hundreds column.)
- T: Record 158 grams in the workspace on your board below the place value chart.
- T: Leave the disks on your chart. Use more disks to represent the weight of the beans in Bag A. Place them below your model of 158.
- S: (Place 6 ones disks, 6 tens disks, and 2 hundreds disks in respective columns.)
- T: In the workspace on your board, use an addition sign to show that you added 266 grams to 158 grams.
- T: (Point to the place value disks in the ones column.) 8 ones plus 6 ones equals...?
- S: 14 ones.
- T: We can change 10 ones for 1 ten. Take 10 ones disks and change them for 1 tens disk. Where do we put the tens disk on the place value chart?
- S: In the tens column.
- T: How many ones do we have now?
- S: 4 ones!
- T: Let's use the standard algorithm to show our work on the place value chart. Use the problem you wrote in the workspace on your board. (Write the problem vertically, as shown.) Be sure your problem is written vertically, like mine.
- T: (Point to the ones in the problem.) 8 ones plus 6 ones equals?
- S: 14 ones.



Lesson 14 Template



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Students working above grade level may be eager to find the sum quickly without using place value disks. Keep these learners engaged by optimizing their choice and autonomy. Request from them an alternative model, such as a tape diagram. They may enjoy offering two more examples of their own in which they use the standard algorithm to compose larger units twice.





Lesson 16:

Add measurements using the standard algorithm to compose larger units twice.

- T: Let's rename some ones as tens. How many tens and ones in 14?
- S: 1 ten and 4 ones.
- T: Just like we practiced yesterday, show that on your problem.
- S: (Write the 1 so that it crosses the line under the tens in the tens place and the 4 below the line in the ones column.)



Lesson 16

- T: (Point to the place value disks in the tens column.) Five tens plus 6 tens plus 1 ten equals?
- S: 12 tens!
- T: We can change 10 tens for 1 hundred. Take 10 tens disks and change them for 1 hundreds disk. Where do we put the hundreds disk on the place value chart?
- S: In the hundreds column.
- T: How many tens do we have now?
- S: 2 tens!
- T: Let's show that in our problem. (Point to the tens in the problem.) Five tens plus 6 tens plus 1 ten equals...?
- S: 12 tens.
- T: Let's rename some tens as hundreds. How many hundreds and tens in 12 tens?
- S: 1 hundred and 2 tens.
- T: We show our new hundred just like we showed our new ten before, but this time we put it in the hundreds column because it's a hundred, not a ten. (Write the 1 so that it crosses the line under the hundreds in the hundreds place and the 2 below the line in the tens column.)



- T: (Point to the place value disks in the hundreds column.) One hundred plus 2 hundreds plus 1 hundred equals...?
- S: 4 hundreds!
- T: Four hundreds 2 tens 4 ones makes how many total grams of beans in Bag A and Bag B?
- S: 424 grams.
- T: Let's show that in our problem. (Point to the hundreds in the problem.) One hundred plus 2 hundreds plus 1 hundred equals...?
- S: 4 hundreds!
- T: Record 4 hundreds in the hundreds column below the line.
- T: What unit do we need to include in our answer?



- S: Grams!
- T: Read the problem with me. (Point and read.) 158 grams plus 266 grams equals 424 grams.
- T: How can I check our work using a scale?
- S: Put Bag A and Bag B on the scale and read the measurement.
- T: (Put Bags A and B on the scale.) The total weight of the beans is 424 grams!



Continue with the following suggested problems:

• Add to with start unknown: Jamal had a piece of rope. His brother cut off 47 centimeters and took it! Now, Jamal only has 68 centimeters left. How long was Jamal's rope before his brother cut it?

• Compare with bigger unknown: The goldfish aquarium at Sal's Pet Store has 189 liters of water. The guppy aquarium has 94 more liters of water than the goldfish aquarium. How many liters of water are in both aquariums?

Problem 2: Use the partner—coach strategy and the standard algorithm to add measurements, composing larger units twice.

Materials: (S) Problem Set

Students work with a partner and use the partner—coach strategy to complete page 1 of the Problem Set.

Prepare students:

 Explain how to use the partner—coach strategy. (One partner coaches, verbalizing the steps needed to solve the problem, while the other partner writes the solution. Then partners switch roles.)

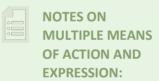


Generate a class list of important words that should be included in the coaching conversations (e.g., ones, tens, hundreds, change, standard algorithm, mental math, rename). Keep this list posted for students to refer to as they coach each other.

Circulate as students work, addressing misconceptions or incorrect work.

Problem Set (5 minutes)

Students should do their personal best to complete page 2 of the Problem Set within the allotted 5 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.



Help students prepare for successful participation in the Student Debrief. Some may need guidance and support to discover the patterns of Problem 1. Encourage students to read aloud the number sentences in each row and to search for the numbers that repeat.



Student Debrief (10 minutes)

Lesson Objective: Add measurements using the standard algorithm to compose larger units twice.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

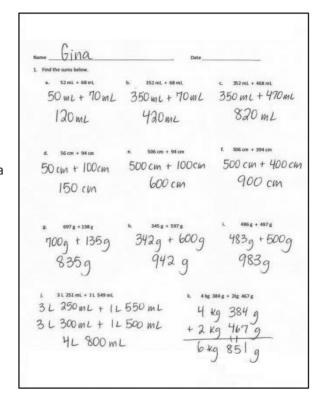
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

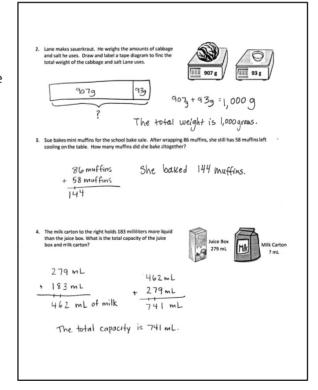
Any combination of the questions below may be used to lead the discussion.

- What pattern did you notice between Problems 1(a), 1(b), and 1(c)? How did the pattern help you solve these problems?
- Did you or your partner use mental math? For which problems? Why?
- Look at your work for Problem 2. Did you rename ones? Tens? Hundreds? How can you tell?
- Explain to a partner how Problem 4 is different than the other problems. What steps did you use to solve this problem?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.







Name _____ Date _____

- 1. Find the sums below.
- a. 52 mL + 68 mL b. 352 mL + 68 mL c. 352 mL + 468 mL

- d. 56 cm + 94 cm e. 506 cm + 94 cm f. 506 cm + 394 cm

- g. 697 g + 138 g
- h. 345 g + 597 g i. 486 g + 497 g

j. 3 L 251 mL + 1 L 549 mL

k. 4 kg 384 g + 2 kg 467 g

2. Lane makes sauerkraut. He weighs the amounts of cabbage and salt he uses. Draw and label a tape diagram to find the total weight of the cabbage and salt Lane uses.





3. Sue bakes mini-muffins for the school bake sale. After wrapping 86 muffins, she still has 58 muffins left cooling on the table. How many muffins did she bake altogether?

4. The milk carton to the right holds 183 milliliters more liquid than the juice box. What is the total capacity of the juice box and milk carton?



Juice Box 279 mL



Date _____

- 1. Find the sums.
 - a. 78 g + 29 g
- b. 328 kg + 289 kg c. 509 L + 293 L

2. The third-grade class sells lemonade to raise funds. After selling 58 liters of lemonade in 1 week, they still have 46 liters of lemonade left. How many liters of lemonade did they have at the beginning?

Date _____

- 1. Find the sums below.

- a. 47 m + 8 m b. 47 m + 38 m c. 147 m + 383 m

- d. 63 mL + 9 mL e. 463 mL + 79 mL f. 463 mL + 179 mL

- g. 368 kg + 263 kg h. 508 kg + 293 kg i. 103 kg + 799 kg

j. 4 L 342 mL + 2 L 214 mL

k. 3 kg 296 g + 5 kg 326 g

2.	Mrs. Haley roasts a turkey for 55 minutes. She checks it and decides to roast it for an additional 46
	minutes. Use a tape diagram to find the total minutes Mrs. Haley roasts the turkey.

3. A miniature horse weighs 268 fewer kilograms than a Shetland pony. Use the table to find the weight of a Shetland pony.

Types of Horses	Weight in kg
Shetland pony	kg
American Saddlebred	478 kg
Clydesdale horse	kg
Miniature horse	56 kg

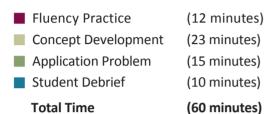
4. A Clydesdale horse weighs as much as a Shetland pony and an American Saddlebred horse combined. How much does a Clydesdale horse weigh?

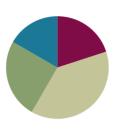


Lesson 17

Objective: Estimate sums by rounding and apply to solve measurement word problems.

Suggested Lesson Structure





Fluency Practice (12 minutes)

• Group Counting **3.0A.1** (3 minutes)

Sprint: Round to the Nearest Ten 3.NBT.1 (9 minutes)

Group Counting (3 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition. It reviews foundational strategies for multiplication from Module 1 and anticipates Module 3.



In this lesson, students round to the nearest ten, hundred, and fifty and then analyze the precision of each estimate. When estimating sums, students intentionally make choices that lead to reasonably accurate answers and simple arithmetic. Rounding to the nearest fifty is not part of Grade 3 standards. Its inclusion here combats rigidity in thinking, encouraging students to consider the purpose of their estimates and the degree of accuracy needed rather than simply following procedure. Rounding to the nearest fifty is a Grade 4 standard (4.NBT.3) and is not assessed in Grade 3.

Direct students to count forward and backward, occasionally changing the direction of the count:

- Threes to 30
- Fours to 40
- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

As students' fluency with skip-counting improves, help them make a connection to multiplication by tracking the number of groups they count using their fingers.

Sprint: Round to the Nearest Ten (9 minutes)

Materials: (S) Round to the Nearest Ten Sprint

Note: This Sprint builds automaticity with rounding skills learned in Lesson 13.



Lesson 17:

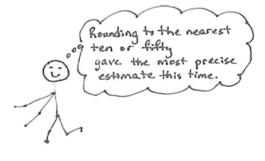
Estimate sums by rounding and apply to solve measurement word problems.

Concept Development (23 minutes)

Materials: (S) Personal white board

Problem 1: Estimate the sum of 362 + 159 by rounding.

- T: What is 362 rounded to the nearest hundred?
- S: 400.
- T: Let's write it directly below 362.
- T: What is 159 rounded to the nearest hundred?
- S: 200.
- T: Let's write it directly below 159.
- T: What is 400 + 200?
- S: 600.
- T: We estimated the sum by rounding to the nearest hundred and got 600.
- T: Let's now round to the nearest ten. (Repeat the process.)
- S: (Find that the sum rounded to the nearest ten is 520.)
- T: We've learned to round to the nearest ten and hundred before. Let's think if there is another way we could round these numbers that would make them easy to add.
- S: They are both really close to a fifty, and those are easy for me to add. → Yeah, 50 + 50 is 100. → You can't round to a fifty! → Why not? Who said so? Makes sense to me. (If no student offers the idea of rounding to the nearest 50, suggest it.)
- T: Okay, let's try it. What is 362 rounded to the nearest fifty?
- S: 350.
- T: 159?
- S: 150.
- T: 350 + 150 is...?
- S: 500.
- T: We have three different estimated sums. Talk to your partner. Without finding the actual sum, which estimate do you think will be closest?
- 362 + 159 400 + 200 = 600
- 360 + 160 = 52.0 350 + 150 = 500
- 362 + 159 = 521



A NOTE ON STANDARDS

ALIGNMENT:

Grade 4 standard (4.NBT.3).

This problem asks students to round to

the nearest fifty, which is part of the

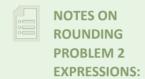
S: I think rounding to the nearest hundred will be way off. → Me, too. The numbers are pretty far away from the hundred. → Both numbers are close to the halfway point between the hundreds. → Rounding to the nearest ten will be really close because 159 is just 1 away and 362 is just 2 away from our rounded numbers. → Rounding to the fifty will be pretty close, too, but not as close as to the ten because there was a difference of 9 and 12 for both numbers. → And both the numbers were bigger than the 50, too.



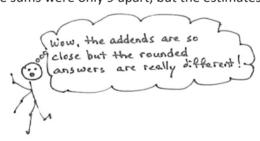
- T: Let's calculate the actual sum.
- S: (Calculate.) It's 521. Wow, rounding to the ten was super close! → Rounding to the fifty was a lot closer than rounding to the hundred. → And, it was easier mental math than rounding to the nearest ten.
- T: How did you predict which way of estimating would be closer?
- S: We looked at the rounded numbers and thought about how close they were to the actual numbers.
- T: We think about how to round in each situation to make our estimates as precise as we need them to

Problem 2: Analyze the rounded sums of three expressions with addends close to the halfway point: (A) 349 + 145, (B) 352 + 145, and (C) 352 + 151.

- T: (Write the three expressions above on the board.)
 Take 90 seconds to find the value of these expressions.
- S: (Work and check answers.)
- T: What do you notice about the sums 494, 497, and 503?
- S: They are really close to each other. → They are all between 490 and 510. → The difference between the smallest and greatest is 9.
- T: Analyze why the sums were so close by looking at the parts being added. What do you notice?
- S: Two of them are exactly the same. → Every problem has a part really close to 350.



- A. 349 + 145 (Numbers round down.)
- B. 352 + 145 (One number rounds up, and one rounds down.)
- C. 352 + 151 (Numbers round up.)
- T: Let's round each number to the nearest hundred as we did earlier. (Lead students through rounding each addend as pictured below.) Talk to your partner about what you notice.
- S: The answers are really different. → The sums were only 9 apart, but the estimates are 200 apart!



- T: Why do you think that happened?
- S: It's because of how we rounded. → Now I see it. All the numbers we added are really close to the halfway point. → 349 rounded down to 300, but 352 rounded up to 400. → A's numbers both rounded down. For B's numbers, one rounded up and one rounded down. C's numbers both rounded up. → So, in A and C when the numbers rounded the same way, the sums were further away from the actual answer. → B was the closest to the real answer because one went up and one went down.



T: I hear important analysis going on. A very small difference in the numbers can make a difference in the way we round and also make a big difference in the result. How might you get a better estimate when you see that the **addends** are close to halfway between your rounding units?

- S: It's like the first problem. We could round to the nearest ten or fifty.
- T: That would give us a more precise estimate in cases like these where the numbers are so close to the halfway point.
- T: Think about why 352 + 145 had the estimate closest to the precise answer. Share with your partner.
- S: It's because one number rounded up and one rounded down. → Yeah, in A and C, either both numbers went down or both went up! → In B, they balanced each other out.
- T: Why do we want our estimated sum to be about right?
- S: We want to see if our exact answer makes sense. → It also helps with planning, like maybe planning how much to spend at the market. My mom says how much money she has, and we help her make sure we don't spend more.
- T: Would all three estimates help you to check if your exact answer is reasonable, if it makes sense?
- S: No. Only B. → If we used A or C, our exact answer could be way off and we wouldn't know it.
- T: So, we need a close estimate to see if our actual sum is reasonable.

Continue with the following possible problem: 253 + 544. Have students estimate by rounding to the nearest ten and fifty to determine which is best for checking whether or not the actual answer is reasonable. To save time, consider dividing the class into two groups; one group rounds to the nearest ten, and the other rounds to the nearest fifty.

Problem 3: Round the sum of 296 + 609. Analyze how rounding to the nearest hundred is nearly the same as rounding to the nearest ten when both addends are close to a hundred.

T: Here is another problem. With your partner, first think about how to round to get the closest answer.

As in Problems 1 and 2, have students analyze the rounded addends before calculating to determine which is best for a precise answer. Then have students calculate the estimated sums, rounding to different units, and compare. Close this problem with an analysis of why this occurred. (Both numbers are very close to the hundreds unit.)



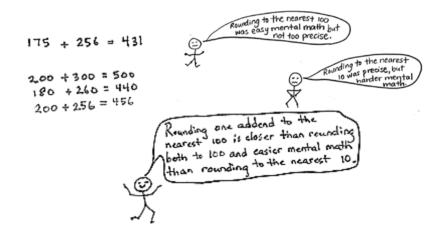
Application Problem (15 minutes)

The doctor prescribed 175 milliliters of medicine on Monday and 256 milliliters of medicine on Tuesday.

- a. Estimate how much medicine he prescribed in both days.
- b. Precisely how much medicine did he prescribe in both days?
 - T: To solve Part (a), first determine how you are going to round your numbers.
 - T: (Allow students time to work the entire problem and possibly to share with a partner. Invite a few students to share with the class how they rounded.)
 - T: Rounding to the nearest 100 wasn't very precise this time.



Upon evaluating the usefulness of rounding to the nearest ten or hundred, invite students to propose a better method of rounding to check the reasonableness of answers. In this example, rounding one addend to the nearest hundred is a useful strategy.



Note: This problem reviews estimating sums to solve word problems, which students learned in today's Concept Development.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.



NOTE ON TIMING:

The Problem Set in this lesson is allotted 10 minutes. It directly follows the Application Problem, and so the 10 minutes are included within the 15 minutes allotted for the Application Problem.



Lesson 17:

Estimate sums by rounding and apply to solve measurement word problems.

Student Debrief (10 minutes)

Lesson Objective: Estimate sums by rounding and apply to solve measurement word problems.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

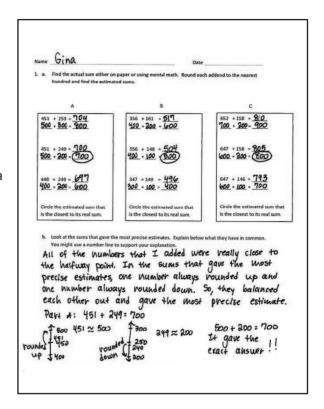
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- What were some of your observations about Problem 1(a)? What did the closest estimates have in common?
- Talk to a partner: Which way of rounding in Problem 2 gave an estimate closer to the actual sum?
- How does estimating help you check if your answer is reasonable?
- Why might noticing how close the addends are to the halfway point change the way you choose to round?
- In Problem 3(a) how did you round? Compare your method with your partner's. Which was closer to the actual answer? Why?
- How did the Application Problem connect to today's lesson?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.



```
Janet watches a movie that is 94 minutes long on Friday night. She watches a movie that is 151 mi long on Saturday night.
                            Decide how to round the min-
and Saturday.
                                     disturday.

1512:150

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                                     151 min + 94 min = 245 min.
                                                             Janet actually spends 245 minutes watching movies.

    Explain whether your estimated sum is close to the actual sum. Round in a different way and see
which estimate is closer.

151 × 200 Yes, the estimated sum is close to the real sum. Rounding to the
                              nearest ten minutes was only 5 minutes away from the real sum.
But when I round to the nearest 100 the estimate is not as close to
the bear at the co. weights 182 kilograms. Her cub weights 74 kilograms.
           3. Sadie, the bear at the zoo, weighs 182 kilograms. Her cub weighs 74 kilograms.
                   a. Estimate the total weight of Sadie and her cub using whatever method you think best
                             182 ~ 180 180+70=250
                                                                             The total weight of Sadie and her cubis about
                                                                                                         250 Kilograms.
                   b. What is the actual weight of Sadie and her cub? Model the problem with a tape diagram
                                                                    182 Kilograms 74 kg
                                                                                                                                                          The actual weight of Sadie
                                                                                                                                                                      and her cub is 256 Kilograms.
```



Lesson 17:

Estimate sums by rounding and apply to solve measurement word problems.

Lesson 17 Sprint 3•2

Number Correct: _____

Round to the Nearest Ten

1.	21 ≈	
2.	31 ≈	
3.	41 ≈	
4.	81 ≈	
5.	59 ≈	
6.	49 ≈	
7.	39 ≈	
8.	19 ≈	
9.	36 ≈	
10.	34 ≈	
11.	56 ≈	
12.	54 ≈	
13.	77 ≈	
14.	73 ≈	
15.	68 ≈	
16.	62 ≈	
17.	25 ≈	
18.	35 ≈	
19.	45 ≈	
20.	75 ≈	
21.	85 ≈	
22.	15 ≈	

23.	79 ≈	
24.	89 ≈	
25.	99 ≈	
26.	109 ≈	
27.	119 ≈	
28.	149 ≈	
29.	311 ≈	
30.	411 ≈	
31.	519 ≈	
32.	619 ≈	
33.	629 ≈	
34.	639 ≈	
35.	669 ≈	
36.	969 ≈	
37.	979 ≈	
38.	989 ≈	
39.	999 ≈	
40.	1,109 ≈	
41.	1,119 ≈	
42.	3,227 ≈	
43.	5,487 ≈	
44.	7,885 ≈	



Lesson 17:

Estimate sums by rounding and apply to solve measurement word problems.

Lesson 17 Sprint 3•2

Round to the Nearest Ten

1.	11 ≈	
2.	21 ≈	
3.	31 ≈	
4.	71 ≈	
5.	69 ≈	
6.	59 ≈	
7.	49 ≈	
8.	19 ≈	
9.	26 ≈	
10.	24 ≈	
11.	46 ≈	
12.	44 ≈	
13.	87 ≈	
14.	83 ≈	
15.	78 ≈	
16.	72 ≈	
17.	15 ≈	
18.	25 ≈	
19.	35 ≈	
20.	75 ≈	
21.	85 ≈	
22.	45 ≈	

Number Correct:	
Improvement:	

23.	79 ≈	
24.	89 ≈	
25.	99 ≈	
26.	109 ≈	
27.	119 ≈	
28.	159 ≈	
29.	211 ≈	
30.	311 ≈	
31.	418 ≈	
32.	518 ≈	
33.	528 ≈	
34.	538 ≈	
35.	568 ≈	
36.	968 ≈	
37.	978 ≈	
38.	988 ≈	
39.	998 ≈	
40.	1,108 ≈	
41.	1,118 ≈	
42.	2,337 ≈	
43.	4,578 ≈	
44.	8,785 ≈	



Lesson 17:

Estimate sums by rounding and apply to solve measurement word problems.

Date _____

1. a. Find the actual sum either on paper or using mental math. Round each addend to the nearest hundred, and find the estimated sums.

Circle the estimated sum that is the closest to its real sum.

Circle the estimated sum that is the closest to its real sum.

C

Circle the estimated sum that is the closest to its real sum.

b. Look at the sums that gave the most precise estimates. Explain below what they have in common. You might use a number line to support your explanation.

- 2. Janet watched a movie that is 94 minutes long on Friday night. She watched a movie that is 151 minutes long on Saturday night.
 - a. Decide how to round the minutes. Then, estimate the total minutes Janet watched movies on Friday and Saturday.
 - b. How much time did Janet actually spend watching movies?
 - c. Explain whether or not your estimated sum is close to the actual sum. Round in a different way, and see which estimate is closer.
- 3. Sadie, a bear at the zoo, weighs 182 kilograms. Her cub weighs 74 kilograms.
 - a. Estimate the total weight of Sadie and her cub using whatever method you think best.
 - b. What is the actual weight of Sadie and her cub? Model the problem with a tape diagram.



Name _	Date
	ractices the trumpet for a total of 165 minutes during the first week of school. He practices for nutes during the second week.
a.	Estimate the total amount of time Jesse practices by rounding to the nearest 10 minutes.
b.	Estimate the total amount of time Jesse practices by rounding to the nearest 100 minutes.
C.	Explain why the estimates are so close to each other.



Name	Date

1. Cathy collects the following information about her dogs, Stella and Oliver.

	St	ella
	Spent g a Bath	Weight
36 m	inutes	32 kg

Oliver		
Time Spent Getting a Bath	Weight	
25 minutes	7 kg	

Use the information in the charts to answer the questions below.

- a. Estimate the total weight of Stella and Oliver.
- b. What is the actual total weight of Stella and Oliver?
- c. Estimate the total amount of time Cathy spends giving her dogs a bath.
- d. What is the actual total time Cathy spends giving her dogs a bath?
- e. Explain how estimating helps you check the reasonableness of your answers.



2.	Dena reads for 361 minutes during Week 1 of her school's two-week long Read-A-Thon. She read	ds for
	212 minutes during Week 2 of the Read-A-Thon.	

a. Estimate the total amount of time Dena reads during the Read-A-Thon by rounding.

b. Estimate the total amount of time Dena reads during the Read-A-Thon by rounding in a different way.

c. Calculate the actual number of minutes that Dena reads during the Read-A-Thon. Which method of rounding was more precise? Why?



GRADE

Mathematics Curriculum



GRADE 3 • MODULE 2

Topic E

Two- and Three-Digit Measurement Subtraction Using the Standard Algorithm

3.NBT.2, 3.NBT.1, 3.MD.1, 3.MD.2

Focus Standard: 3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place

value, properties of operations, and/or the relationship between addition and

subtraction.

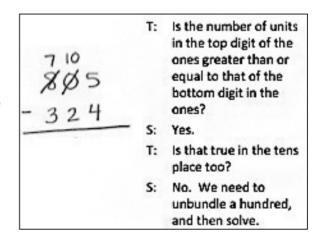
Instructional Days: 4

Coherence -Links from: G2-M2 Addition and Subtraction with Length Units

G2–M5 Addition and Subtraction Within 1000 with Word Problems to 100

-Links to: G4–M1 Place Value, Rounding, and Algorithms for Addition and Subtraction

Students work with the standard algorithm for subtraction in Topic E. As in Topic D, they use two- and three-digit metric measurements and intervals of minutes within 1 hour to subtract. The sequence of complexity that builds from Lessons 18–20 mirrors the progression used for teaching addition. In Lesson 18, students begin by decomposing once to subtract, modeling their work on the place value chart. They use three-digit minuends that may contain zeros in the tens or ones place. Students move away from the magnifying glass method used in Grade 2 (see Grade 2, Module 4) but continue to prepare numbers for subtraction by decomposing all necessary digits before performing the operation. By the end of the lesson, they are less reliant on the model of the place value chart and practice using the algorithm with greater confidence.





A STORY OF UNITS

Topic E 3 • 2

Lesson 19 adds the complexity of decomposing twice to subtract. Minuends may include numbers that contain zeros in the tens *and* ones places. Lesson 20 consolidates the learning from the two prior lessons by engaging students in problem solving with measurements using the subtraction algorithm. As in Lesson 17, students draw to model problems, round to estimate differences, and use the algorithm to subtract precisely. They compare estimates with solutions and assess the reasonableness of their answers.

Lesson 21 synthesizes the skills learned in the second half of the module. Students round to estimate the sums and differences of measurements in word problem contexts. They draw to model problems and apply the algorithms to solve each case introduced in Topics D and E precisely. As in previous lessons, students use their estimates to reason about their solutions.

(Lesson 19)

2 10		
2 10 8 \$ \$ \$ - 452	T:	is the number of units in the top digit of the ones greater than or equal to that of the
7 12 10 880		bottom digit in the ones?
- 452	S:	No. We need to unbundle a ten.
7 12 10	T:	How about in the tens place?
- 452 378	S:	No. We need to unbundle a hundred too. Then we can solve.

A Teaching Sequence Toward Mastery of Two- and Three-Digit Measurement Subtraction Using the Standard Algorithm

- Objective 1: Decompose once to subtract measurements including three-digit minuends with zeros in the tens or ones place.

 (Lesson 18)
- Objective 2: Decompose twice to subtract measurements including three-digit minuends with zeros in the tens and ones places.
- Objective 3: Estimate differences by rounding and apply to solve measurement word problems. (Lesson 20)
- Objective 4: Estimate sums and differences of measurements by rounding, and then solve mixed word problems.

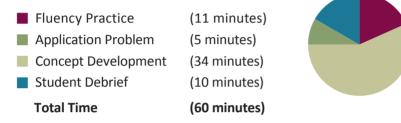
 (Lesson 21)



Lesson 18

Objective: Decompose once to subtract measurements including three-digit minuends with zeros in the tens or ones place.

Suggested Lesson Structure



Fluency Practice (11 minutes)

Group Counting 3.0A.1	(3 minutes)
■ Subtract Mentally 3.NBT.2	(4 minutes)
■ Estimate and Add 3.NBT.2	(4 minutes)

Group Counting (3 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition. It reviews foundational strategies for multiplication from Module 1 and anticipates Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count:

- Threes to 30
- Fours to 40
- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

As students' fluency with skip-counting improves, help them make a connection to multiplication by tracking the number of groups they count using their fingers.

Subtract Mentally (4 minutes)

Note: This activity anticipates the role of place value in the subtraction algorithm.

- T: (Write 10 3 =____.) Say the number sentence in units of one.
- S: 10 ones 3 ones = 7 ones.



Lesson 18:

Decompose once to subtract measurements including three-digit minuends with zeros in the tens or ones place.

Continue with the following sequence: 11 - 3 and 61 - 3 (as pictured below at right).

- T: $(Write 100 30 = \underline{\hspace{1cm}})$ Now say the number sentences in units of ten.
- T: 10 tens 3 tens = 7 tens.

Continue with the following sequence: 110 - 30 and 610 - 30.

Repeat with the following possible sequences:

- \bullet 10 5, 12 5, and 73 5
- 100 50, 120 50, and 730 50

Estimate and Add (4 minutes)

Materials: (S) Personal white board

Note: This activity reviews rounding to estimate sums from Lesson 17.

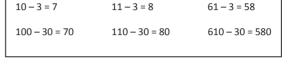
- T: (Write $38 + 23 \approx$ ____.) Say the addition problem.
- S: 38 + 23.
- T: Give me the new addition problem if we round each number to the nearest ten.
- S: 40 + 20.
- T: (Write $38 + 23 \approx 40 + 20$.) What's 40 + 20?
- S: 60.
- T: So, 38 + 23 should be close to ...?
- S: 60.
- T: On your personal white board, solve 38 + 23.
- S: (Solve.)

Continue with the following possible sequence: 24 + 59, 173 + 49, and 519 + 185.

Application Problem (5 minutes)

Tara brings 2 bottles of water on her hike. The first bottle has 471 milliliters of water, and the second bottle has 354 milliliters of water. How many milliliters of water does Tara bring on her hike?

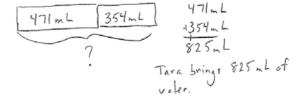
Note: This problem reviews composing units once to add. It will be used to reintroduce the place value chart during Part 1 of the Concept Development.





NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Fluency activities are fun, fast-paced math games, but don't leave English language learners behind. At the start of each activity, speak more slowly, pause more frequently, give an example, couple language with visual aids or gestures, check for understanding, explain in students' first language, and/or increase response time.





Lesson 18:

Decompose once to subtract measurements including three-digit minuends with zeros in the tens or ones place.

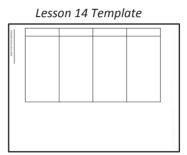
Concept Development (34 minutes)

Materials: (T) Unlabeled place value chart (Lesson 14 Template) (S) Personal white board, unlabeled place value chart (Lesson 14 Template)

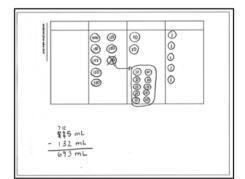
Part 1: Use the place value chart to model decomposing once to subtract with three-digit minuends.

Students start with the unlabeled place value chart template in their personal white boards.

- T: Tara has 132 milliliters of water left after hiking. How can we find out how many milliliters of water Tara drinks while she is hiking?
- S: We can subtract. → We can subtract 132 milliliters from 825 milliliters. → She drank 825 milliliters 132 milliliters.
- T: Let's write that vertically in the workspace below the place value chart on our personal white board and then model the problem on our place value charts. (Model writing 825 132 as a vertical problem.) On your place value chart, draw place value disks to represent the amount of water Tara starts with.



- S: (Draw place value disks.)
- T: Let's get ready to subtract. Look at your vertical subtraction problem. How many ones do we need to subtract from the 5 ones that are there now?
- S: 2 ones.
- T: Can we subtract 2 ones from 5 ones?
- S: Yes!
- T: How many tens are we subtracting from 2 tens?
- S: 3 tens.
- T: Can we subtract 3 tens from 2 tens?
- S: No!
- T: Why not?
- S: There aren't enough tens to subtract from. \rightarrow 3 tens is more than 2 tens.
- T: To get more tens so that we can subtract, we have to unbundle 1 hundred into tens. How many tens in 1 hundred?
- S: 10 tens!
- T: (Model the process of unbundling 1 hundred into 10 tens, as shown to the right. Have students work along with you.) To start off, we had 8 hundreds and 2 tens. Now, how many hundreds and tens do we have?
- S: 7 hundreds and 12 tens!
- T: Now that we have 12 tens, can we take 3 tens away?
- S: Yes!





T: Now let's move to the hundreds place. Can we subtract 1 hundred from 7 hundreds?

- S: Yes!
- T: We're ready to subtract. Cross off the ones, tens, and hundreds that are being subtracted. (Model as students work along.)
- T: So, what's the result?
- S: 693.
- T: So, that's it. Our answer is 693?
- S: No! We were looking for the amount of water, not just a number. It's 693 milliliters!
 - T: Answer the question with a full statement.
 - S: Tara drank 693 milliliters of water on her hike.

Continue with the following suggested sequence:

- 785 cm 36 cm
- 440 g 223 g
- 508 mL 225 mL

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

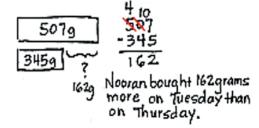
Use color to customize the presentation of decomposing to subtract. Enhance learners' perception of the information by consistently displaying hundreds in one color (e.g., red), while displaying tens in a different color (e.g., green). Consider varying the colors for each place value unit when teaching the standard algorithm from day to day so that students continue to look for a value, rather than for a color.

Part 2: Subtract using the standard algorithm.

Write or project the following problem:

Nooran buys 507 grams of grapes at the market on Tuesday. On Thursday, he buys 345 grams of grapes. How many more grams of grapes did Nooran buy on Tuesday than on Thursday?

- T: Let's model this problem with a tape diagram to figure out what we need to do to solve. Draw with me on your board. (Model.) How should we solve this problem?
- S: We can subtract, 507 grams − 345 grams. → We're looking for the part that's different so we subtract. → To find a missing part, subtract.
- T: Write the equation, and then talk to your partner. Is this problem easily solved using mental math? Why or why not?
- S: Not really. \rightarrow It's easy to subtract 300 from 500, but the 7 and the 45 aren't very friendly.
- T: Like with addition problems that aren't easily solved with simplifying strategies, we can use the standard algorithm to solve subtraction problems that aren't easily solved with simplifying strategies. Rewrite the problem vertically on your board if you need to.
- S: (Rewrite problem vertically.)
- T: Before we subtract, let's see if any unbundling needs to be done. Are there enough ones to subtract 5 ones?
- S: Yes.
- T: Are there enough tens to subtract 4 tens?
- S: No, 0 tens is less than 4 tens.
- T: How can we get some more tens?
- S: We can go to the hundreds place. \rightarrow We can unbundle 1 hundred to make 10 tens.





Lesson 18:

- T: How many hundreds are in the number on top?
- S: 5 hundreds.
- T: When we unbundle 1 hundred to make 10 tens, how many hundreds and tens will the top number have?
- S: 4 hundreds and 10 tens.
- T: (Model.) Do we have enough hundreds to subtract 3 hundreds?
- S: Yes.
- T: We are ready to subtract! Solve the problem on your board.
- T: (Model as shown on the previous page.) How many more grams of grapes did Nooran buy on Tuesday?
- S: 162 more grams of grapes!
- T: Label the unknown on your tape diagram with the answer.

Continue with the following suggested sequence. Students should unbundle all necessary digits before performing the operation.

- 513 cm 241 cm
- 760 g 546 g
- 506 mL 435 mL

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.



NOTES ON THE PROBLEM SET:

The problems on the Problem Set are written horizontally so that students do not assume that they need to use the standard algorithm to solve. Mental math may be a more efficient strategy in some cases. Invite students to use the algorithm as a strategic tool, purposefully choosing it rather than defaulting to it.



Student Debrief (10 minutes)

Lesson Objective: Decompose once to subtract measurements including three-digit minuends with zeros in the tens or ones place.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

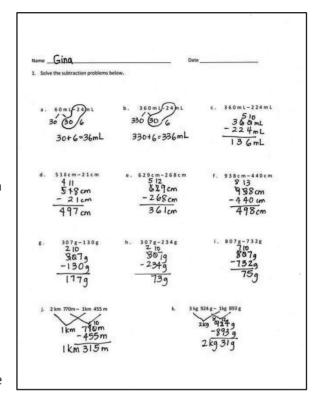
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

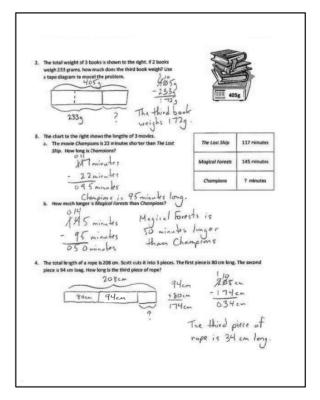
Any combination of the questions below may be used to lead the discussion.

- What is the relationship between Problems 1(a), 1(b), and 1(c)?
- How are Problems 1(j) and 1(k) different from the problems that come before them?
- Invite students to share the tape diagram used to solve Problem 2.
- Compare Problems 2 and 4. What extra step was needed to solve Problem 4? What models could be used to solve this problem?
- Describe the steps of the standard algorithm for subtraction.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.







Date _____

- 1. Solve the subtraction problems below.
- a. 60 mL 24 mL b. 360 mL 24 mL c. 360 mL 224 mL

- d. 518 cm 21 cm e. 629 cm 268 cm f. 938 cm 440 cm

- g. 307 g 130 g h. 307 g 234 g i. 807 g 732 g

j. 2 km 770 m - 1 km 455 m

k. 3 kg 924 g - 1 kg 893 g

2. The total weight of 3 books is shown to the right. If 2 books weigh 233 grams, how much does the third book weigh? Use a tape diagram to model the problem.



- 3. The chart to the right shows the lengths of three movies.
 - a. The movie *Champions* is 22 minutes shorter than *The* Lost Ship. How long is Champions?

The Lost Ship	117 minutes
Magical Forests	145 minutes
Champions	? minutes

b. How much longer is Magical Forests than Champions?

4. The total length of a rope is 208 centimeters. Scott cuts it into 3 pieces. The first piece is 80 centimeters long. The second piece is 94 centimeters long. How long is the third piece of rope?



Name _____ Date _____

- 1. Solve the subtraction problems below.
 - a. 381 mL 146 mL
- b. 730 m 426 m
- c. 509 kg 384 kg

2. The total length of a banner is 408 centimeters. Carly paints it in 3 sections. The first 2 sections she paints are 187 centimeters long altogether. How long is the third section?



Date _____

- 1. Solve the subtraction problems below.

- a. 70 L 46 L b. 370 L 46 L c. 370 L 146 L

- d. 607 cm 32 cm e. 592 cm 258 cm f. 918 cm 553 cm

- g. 763 g 82 g h. 803 g 542 g i. 572 km 266 km

j. 837 km – 645 km



2. The magazine weighs 280 grams less than the newspaper. The weight of the newspaper is shown below. How much does the magazine weigh? Use a tape diagram to model your thinking.



- 3. The chart to the right shows how long it takes to play 3 games.
 - a. Francesca's basketball game is 22 minutes shorter than Lucas's baseball game. How long is Francesca's basketball game?

Lucas's Baseball Game	180 minutes
Joey's Football Game	139 minutes
Francesca's Basketball Game	? minutes

b. How much longer is Francesca's basketball game than Joey's football game?

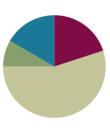


Lesson 19

Objective: Decompose twice to subtract measurements including three-digit minuends with zeros in the tens and ones places.

Suggested Lesson Structure





Fluency Practice (12 minutes)

•	Subtract Mentally 3.NBT.2	(4 minutes)
•	Use Subtraction Algorithm with Measurements 3.MD.2	(4 minutes)
•	Round Three- and Four-Digit Numbers 3.NBT.1	(4 minutes)

Subtract Mentally (4 minutes)

Note: This activity emphasizes the role of place value in the subtraction algorithm.

T: (Write 10-5= .) Say the number sentence in units of one.

S: 10 ones - 5 ones = 5 ones.

Repeat the process outlined in Lesson 18. Use the following suggested sequence: 12 ones - 5 ones, 42 ones - 5 ones, 10 tens - 5 tens, 12 tens - 5 tens, and 42 tens - 5 tens.

Use Subtraction Algorithm with Measurements (4 minutes)

Materials: (S) Personal white board

Note: This activity reviews the role of place value in the subtraction algorithm from Lesson 18.

T: (Write $80 L - 26 L = ____.$) On your personal white board, solve using the standard algorithm.

Continue with the following possible sequence: 380 L - 26 L, 380 L - 126 L, 908 g - 25 g, and 908 g - 425 g.



Lesson 19 A STORY OF UNITS

Round Three- and Four-Digit Numbers (4 minutes)

Materials: (S) Personal white board

Note: This activity reviews rounding to the nearest hundred from Lesson 14.

(Write $253 \approx$.) What is 253 rounded to the nearest hundred?

S: 300.

Repeat the process outlined in Lesson 15, rounding numbers only to the nearest hundred. Use the following possible suggestions: 253; 1,253; 735; 1,735; 850; 1,850; 952; 1,371; and 1,450.

Application Problem (5 minutes)

Jolene brings an apple and an orange with her to school. The weight of both pieces of fruit together is 417 grams. The apple weighs 223 grams. What is the weight of Jolene's orange?

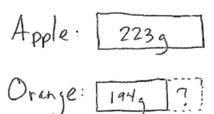
Note: This problem reviews unbundling once to subtract. It also provides a context leading into the Concept Development.

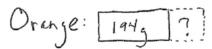
Concept Development (33 minutes)

Materials: (S) Personal white board

Part 1: Decompose twice using the standard algorithm for subtraction.

- T: In the Application Problem, Jolene's apple weighs 223 grams and her orange weighs 194 grams. (Draw or project the tape diagrams shown at right.) What does the question mark in these tape diagrams represent?
- S: How much heavier the apple is than the orange. → How much more the apple weighs, in grams.
- T: Tell a partner what expression you can use to find out how much heavier the apple is than the orange. Write the problem vertically on your personal white board.
- S: (Write problem vertically.)







Lesson 19:

Decompose twice to subtract measurements including three-digit minuends with zeros in the tens and ones places.

- T: Before we subtract, what needs to be done?
- S: We need to make sure we can subtract each place. → We have to see if any tens or hundreds need to be unbundled.
- T: Do we have enough ones to subtract?
- S: No. We need to change 1 ten for 10 ones.
- T: How about in the tens place?
- S: No. We also need to change 1 hundred for 10 tens. Then, we can solve.
- T: Unbundle or change the ten. How many tens and ones do we have now?
- S: 1 ten and 13 ones.
- T: Unbundle or change the hundred. How many hundreds and tens do we have now?
- S: 1 hundred and 11 tens.
- T: Are we ready to subtract?
- S: Yes!
- T: Solve the problem on your board.
- S: (Solve as shown to the right.)
- T: How much heavier is the apple than the orange?
- S: The apple is 29 grams heavier than the orange!

Continue with the following suggested sequence. Students should prepare their problems for subtraction by unbundling all necessary digits before performing the operation.

- 342 cm 55 cm
- 764 g 485 g
- 573 mL 375 mL
- T: How are the subtraction problems we've solved so far different from those we solved yesterday?
- S: Yesterday, we only had to unbundle once. Today, we had to unbundle twice.

Part 2: Use the standard algorithm to subtract three-digit numbers with zeros in various positions.

Write or project the following problem:

Kerrin has 703 milliliters of water in a pitcher. She pours some water out. Now, 124 milliliters are left in the pitcher. How much water did Kerrin pour out?

- T: Let's solve this problem using the algorithm. What needs to be done first?
- S: We need to unbundle a ten.
- T: What digit is in the tens place on top?

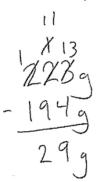


NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Use color to customize the presentation of the tape diagram. Displaying a green bar for the apple and an orange bar for the orange may enhance learners' perception of the information.

Alternatively, students may value a vertical tape diagram if it gives them a better sense of heavy and less heavy.

Subtraction Complete





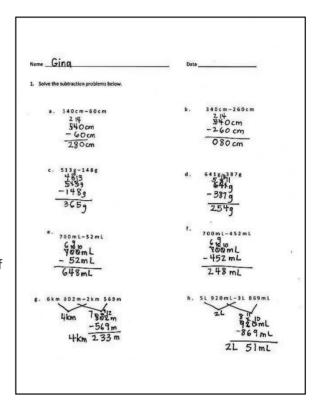
- S: Zero.
- T: Can we unbundle 0 tens?
- S: No!
- T: Where can we get tens?
- S: We can change 1 hundred into 10 tens!
- T: Change the hundred into tens on your board. (Model.) How many hundreds and tens does the top number have now?
- S: 6 hundreds and 10 tens.
- T: Why aren't we ready to subtract yet?
- S: We still have to change 1 ten for 10 ones.
- T: Finish unbundling on your board and complete the subtraction. (Model.) How many milliliters of water did Kerrin pour out?
- S: She poured out 579 milliliters of water!

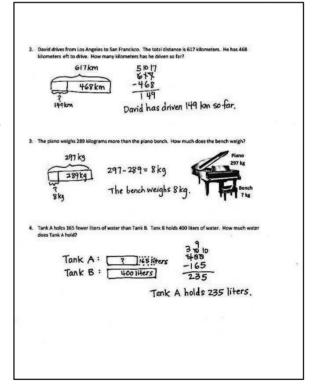
Continue with the following suggested sequence. Students should prepare their problems for subtraction by unbundling all necessary digits before performing the operation.

- 703 cm 37 cm
- 700 mL 356 mL
- 500 g 467 g

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.







Student Debrief (10 minutes)

Lesson Objective: Decompose twice to subtract measurements including three-digit minuends with zeros in the tens and ones places.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- Which strategy did you use to solve Problem 1(a)?
 Why? (Students may want to talk about subtracting 6 tens from 34 tens rather than decomposing.)
- Invite students to articulate the steps they followed to solve Problem 4.
- Why is it important to unbundle or change all of your units before subtracting?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.



Support English language learners and others as they articulate their steps to solve Problem 4. Give students the choice of explaining in their first language. Making this a partner—share activity may relieve students of anxiety in front of a large group. Some students may benefit from sentence starters, such as, "First, I read _____. Then, I drew _____. Next, I labeled ____. Then, I wrote my equation: _____. Last, I wrote my answer statement, which was _____."



Name _____ Date _____

- 1. Solve the subtraction problems below.
 - a. 340 cm 60 cm

b. 340 cm - 260 cm

c. 513 g - 148 g

d. 641 g - 387 g

e. 700 mL - 52 mL

f. 700 mL - 452 mL

g. 6 km 802 m – 2 km 569 m

h. 5 L 920 mL – 3 L 869 mL

2. David is driving from Los Angeles to San Francisco. The total distance is 617 kilometers. He has 468 kilometers left to drive. How many kilometers has he driven so far?

3. The piano weighs 289 kilograms more than the piano bench. How much does the bench weigh?



4. Tank A holds 165 fewer liters of water than Tank B. Tank B holds 400 liters of water. How much water does Tank A hold?



Name	Date	

- 1. Solve the subtraction problems below.
 - a. 346 m 187 m

b. 700 kg - 592 kg

2. The farmer's sheep weighs 647 kilograms less than the farmer's cow. The cow weighs 725 kilograms. How much does the sheep weigh?



Date _____

- 1. Solve the subtraction problems below.
 - a. 280 g 90 g

b. 450 g - 284 g

c. 423 cm - 136 cm

d. 567 cm - 246 cm

e. 900 g - 58 g

f. 900 g - 358 g

g. 4 L 710 mL - 2 L 690 mL

h. 8 L 830 mL – 4 L 378 mL

2. The total weight of a giraffe and her calf is 904 kilograms. How much does the calf weigh? Use a tape diagram to model your thinking.



3. The Erie Canal runs 584 kilometers from Albany to Buffalo. Salvador travels on the canal from Albany. He must travel 396 kilometers more before he reaches Buffalo. How many kilometers has he traveled so far?

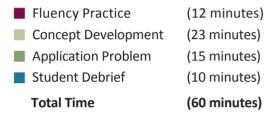
4. Mr. Nguyen fills two inflatable pools. The kiddie pool holds 185 liters of water. The larger pool holds 600 liters of water. How much more water does the larger pool hold than the kiddie pool?

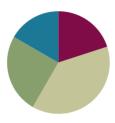


Lesson 20

Objective: Estimate differences by rounding and apply to solve measurement word problems.

Suggested Lesson Structure





Fluency Practice (12 minutes)

Sprint: Round to the Nearest Hundred 3.NBT.1 (9 minutes)

Use Subtraction Algorithm with Measurements 3.MD.2 (3 minutes)

Sprint: Round to the Nearest Hundred (9 minutes)

Materials: (S) Round to the Nearest Hundred Sprint

Note: This activity builds automaticity with rounding to the nearest hundred from Lesson 14.

Use Subtraction Algorithm with Measurements (3 minutes)

Materials: (S) Personal white board

Note: This activity reviews the standard algorithm taught in Module 2.

T: (Write $50 L - 28 L = ____$.) On your personal white board, solve using the standard algorithm.

Repeat the process outlined in Lesson 19 using the following suggested sequence: 50 L - 28 L, 450 L - 28 L, 450 L - 228 L, 604 g - 32 g, and 604 g - 132 g.



Lesson 20 A STORY OF UNITS

Concept Development (23 minutes)

Materials: (S) Personal white board

Problem 1: Estimate 362 – 189 by rounding.

T: What is 362 rounded to the nearest hundred?

S: 400.

T: Let's write it directly below 362. (Allow students time to write 400 below 362.) What is 189 rounded to the nearest hundred?

S: 200.

T: Let's write it directly below 189. (Allow students time to write 200 below 189.) What is 400 - 200?

362 - 189 400 - 200 = 200 360 - 190 = 170 362 - 200 = 162

362 - 189 = 173

Rounding both numbers to the nearest ten was closest but rounding the known part to the nearest hundred was close AND easy mental

200.

We estimated the difference by rounding both numbers to the nearest hundred and got 200. Let's now find the difference by rounding to the nearest ten.

Repeat the process. Students find that the difference rounded to the nearest ten is 360 - 190 or 36 tens - 19 tens, which is 170 or 17 tens.

- T: We rounded to the nearest ten and hundred. Is there another easy way we could round these numbers so it is easy to subtract?
- S: Since we're subtracting, 362 is the whole and 189 is a part. Let's just round the part. 362 - 200 is 162. That is really easy mental math.
- T: So, round only 189 because it is already so close to 200?
- S: Yeah. The answer is closer than if we round the whole because 362 isn't very close to 400.
- T: How about 380 180 = 200? What are our rounded answers?
- S: 200, 170, and 162.
- T: Let's see which is closest. Solve the problem and discuss which rounded solution is closest. (Solve and discuss.) Rounding to the nearest ten was the closest answer. Which was the easiest mental math?
- S: Rounding to the hundred. \rightarrow Yes, but the answer was much closer when we rounded the known part, like we did with 362 – 200, and it was still easy.



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Learners differ in their internal organization and working memory. Facilitate students' use of the standard algorithm as a desktop checklist. Consider including the following:

- 1. Whisper read the problem.
- 2. Say the larger number in unit form.
- 3. Scan. Are you ready to subtract?
- 4. Record bundling and unbundling.
- 5. Check your answer with your estimate, place value disks, or partner.
- 6. Correct any mistake.



Lesson 20:

Estimate differences by rounding and apply to solve measurement word problems.

Lesson 20 A STORY OF UNITS

- T: Rounding the known part we are subtracting from the whole is easy, and in this case, gave us a pretty good estimate. How does comparing your actual answer with your estimation help you check your calculation?
- S: We saw that our answer was not crazy. \rightarrow If the estimate is really different than the real answer, we can see that we might've made a mistake.
- T: Rounding to estimate is a tool that helps us simplify calculations to help us make sure our actual answers are reasonable. Rounding can also be useful when we don't need an exact answer. I know it isn't as precise as an actual calculation, but sometimes an idea of an amount is all the information I need.

Problem 2: Analyze the estimated differences of four expressions with subtrahends close to the halfway point: (A) 349 – 154, (B) 349 – 149, (C) 351 – 154, and (D) 351 – 149.

- T: (Write the four expressions above on the board.) Take 90 seconds to find the value of these expressions.
- S: (Work and check answers.)
- T: What do you notice about the differences: 195, 200, 197, and 202?
- They are really close to each other. \rightarrow They are all between 195 and 202. → The difference between the smallest and greatest is 7.
- T: Analyze why the differences were so close by looking at the totals and the parts being subtracted. What do you notice?
- S: Two of them are exactly the same. \rightarrow The totals are all really close to 350. → The part being subtracted is really close to 150.
- T: Let's round to the nearest hundred as we did earlier. (Lead students through rounding each number to the nearest hundred and finding the differences.)



ROUNDING PROBLEM 2 EXPRESSIONS:

- A. 349 154 (Whole rounds down. Part rounds up.)
- B. 349 149 (Whole rounds down. Part rounds down.)
- C. 351 154 (Whole rounds up. Part rounds up.)
- D. 351 149 (Whole rounds up. Part rounds down.)

MP.6

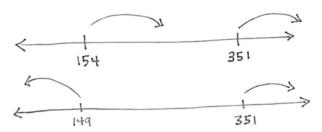
The answers came out really different!



Lesson 20:

Estimate differences by rounding and apply to solve measurement word problems.

- T: Analyze the rounding with your partner. Did we round up or down?
- S: In A, the total rounded down and the part rounded up. \rightarrow In B, they both rounded down. \rightarrow In C, they both rounded up. \rightarrow In D, the total rounded up and the part rounded down.
- T: Which estimates are closest to the actual answers?
- S: B and C are closest. → That's funny because in B both the numbers rounded down. → And in C, both numbers rounded up. → So, it's different for subtraction than for addition. If we round them the same way, the difference is closer.
 - → With addition the answer was closer when one number rounded down and one rounded up.
- T: Let's use a number line to see why that is true. Here are 154 and 351 on the number line. The difference is the distance between them. (Move your finger along the line.) When they round the same way, the distance between them is staying about the same. When we round in opposite directions, the distance gets either much longer or much shorter.
- S: That reminds me of my mental math strategy for subtraction. Let's say I'm subtracting 198 from 532. I can just add 2 to both numbers so I have 534 200, and the answer is exactly right, 334.
- T: Yes. When we add the same number to both the total and the part when we subtract, the difference is still exactly the same.
- T: Turn and talk to your partner about what the number line is showing us about estimates when subtracting. Think about what happens on the number line when we add estimates, too. (Allow time for discussion.)
- T: Why do we want our estimated differences to be about right? (Allow time for discussion.)
- T: Would all four of these estimates help you to check if your exact answer is reasonable?
- S: If we used B or C, our exact answer is really close. A is way too small. D is way too big.
- T: Just like when we add, we need a good estimate to see if our actual difference is reasonable.





NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Upon evaluating the usefulness of rounding to the nearest ten or hundred, invite students to propose a better method of rounding to check the reasonableness of answers. For example, students may conclude that rounding to the nearest fifty or nearest twenty-five proves more useful.



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

This discussion challenges students to identify rules and principles for making best estimates, an activity ideal for students working above grade level. Give students an opportunity to experiment with making best estimates. Guide students to gather their reflections and conclusions in a graphic organizer, such as a flow chart or table, or perhaps as a song, rap, or poem.



MP.6

Problem 3: Round to estimate the difference of 496 – 209. Analyze how rounding to the nearest hundred is nearly the same as rounding to the nearest ten when both addends are close to 1 hundred.

T: (Write the problem above on the board.) With your partner, think about how to round to get the most precise estimate.

Have students analyze the rounded total and part before calculating to determine which is best for a precise answer. Then, have students calculate the estimated difference by rounding to different units. Have them compare estimated answers and then compare with the actual answer.

Application Problem (15 minutes)

Millie's fish tank holds 403 liters of water. She empties out 185 liters of water to clean the tank. How many liters of water are left in the tank?

- a. Estimate how many liters are left in the tank by rounding.
- b. Estimate how many liters are left in the tank by rounding in a different way.
- c. How many liters of water are actually left in the tank?
- d. Is your answer reasonable? Which estimate was closer to the exact answer?
 - T: To solve Part (a), first determine how you are going to round your numbers.
 - S: (Work and possibly share with a partner.)
 - T: (Invite a few students to share with the class how they rounded.)

Note: This problem reviews estimating differences to solve word problems, which students learned in today's Concept Development.



NOTE ON TIMING:

The Problem Set in this lesson is allotted 10 minutes. It directly follows the Application Problem, and so the 10 minutes are included within the 15 minutes allotted for the Application Problem.



Lesson 20:

Estimate differences by rounding and apply to solve measurement word problems.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (10 minutes)

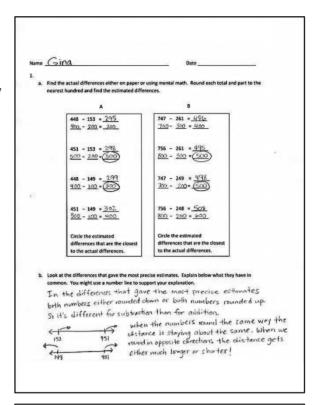
Lesson Objective: Estimate differences by rounding and apply to solve measurement word problems.

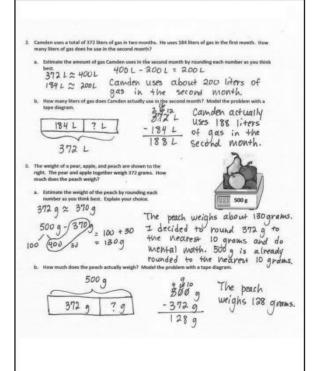
The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson

Any combination of the questions below may be used to lead the discussion.

- Share your observations from Problem 1(b). What did you find out? How is this different than rounding when you add?
- With your partner, compare your methods of estimation in Problems 2(a) and 3(a). Which was a more precise estimate? If you rounded in the same way, think of another way to estimate. Compare both estimates to the actual answer, and explain why one is more precise than the other.
- When do you need to round so that mental math is easy and fast? When do you need to round more precisely?







Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.



Lesson 20 Sprint 3•2

Number Correct: _____

Round to the Nearest Hundred

1.	201 ≈	
2.	301 ≈	
3.	401 ≈	
4.	801 ≈	
5.	1,801 ≈	
6.	2,801 ≈	
7.	3,801 ≈	
8.	7,801 ≈	
9.	290 ≈	
10.	390 ≈	
11.	490 ≈	
12.	890 ≈	
13.	1,890 ≈	
14.	2,890 ≈	
15.	3,890 ≈	
16.	7,890 ≈	
17.	512 ≈	
18.	2,512 ≈	
19.	423 ≈	
20.	3,423 ≈	
21.	677 ≈	
22.	4,677 ≈	

23.	350 ≈	
24.	1,350 ≈	
25.	450 ≈	
26.	5,450 ≈	
27.	850 ≈	
28.	6,850 ≈	
29.	649 ≈	
30.	651 ≈	
31.	691 ≈	
32.	791 ≈	
33.	891 ≈	
34.	991 ≈	
35.	995 ≈	
36.	998 ≈	
37.	9,998 ≈	
38.	7,049 ≈	
39.	4,051 ≈	
40.	8,350 ≈	
41.	3,572 ≈	
42.	9,754 ≈	
43.	2,915 ≈	
44.	9,996 ≈	



Lesson 20:

Estimate differences by rounding and apply to solve measurement word problems.

Lesson 20 Sprint 3•2

Round to the Nearest Hundred

A STORY OF UNITS

1.	101 ≈	
2.	201 ≈	
3.	301 ≈	
4.	701 ≈	
5.	1,701 ≈	
6.	2,701 ≈	
7.	3,701 ≈	
8.	8,701 ≈	
9.	190 ≈	
10.	290 ≈	
11.	390 ≈	
12.	790 ≈	
13.	1,790 ≈	
14.	2,790 ≈	
15.	3,790 ≈	
16.	8,790 ≈	
17.	412 ≈	
18.	2,412 ≈	
19.	523 ≈	
20.	3,523 ≈	
21.	877 ≈	
22.	4,877 ≈	

Number Correct:	
Improvement:	

23.	250 ≈	
24.	1,250 ≈	
25.	350 ≈	
26.	5,350 ≈	
27.	750 ≈	
28.	6,750 ≈	
29.	649 ≈	
30.	652 ≈	
31.	692 ≈	
32.	792 ≈	
33.	892 ≈	
34.	992 ≈	
35.	996 ≈	
36.	999 ≈	
37.	9,999 ≈	
38.	4,049 ≈	
39.	2,051 ≈	
40.	7,350 ≈	
41.	4,572 ≈	
42.	8,754 ≈	
43.	3,915 ≈	
44.	9,997 ≈	



Lesson 20:

Estimate differences by rounding and apply to solve measurement word problems.

Name	Date	

1. a. Find the actual differences either on paper or using mental math. Round each total and part to the nearest hundred and find the estimated differences.

Circle the estimated differences that are the closest to the actual differences.

Circle the estimated differences that are the closest to the actual differences.

b. Look at the differences that gave the most precise estimates. Explain below what they have in common. You might use a number line to support your explanation.

- 2. Camden uses a total of 372 liters of gas in two months. He uses 184 liters of gas in the first month. How many liters of gas does he use in the second month?
 - a. Estimate the amount of gas Camden uses in the second month by rounding each number as you think best.
 - b. How many liters of gas does Camden actually use in the second month? Model the problem with a tape diagram.

- 3. The weight of a pear, apple, and peach are shown to the right. The pear and apple together weigh 372 grams. How much does the peach weigh?
 - a. Estimate the weight of the peach by rounding each number as you think best. Explain your choice.



b. How much does the peach actually weigh? Model the problem with a tape diagram.



Name	Date

Kathy buys a total of 416 grams of frozen yogurt for herself and a friend. She buys 1 large cup and 1 small cup.



Large Cup	363 grams
Small Cup	? grams

- a. Estimate how many grams are in the small cup of yogurt by rounding.
- b. Estimate how many grams are in the small cup of yogurt by rounding in a different way.
- c. How many grams are actually in the small cup of yogurt?
- d. Is your answer reasonable? Which estimate was closer to the exact weight? Explain why.



Na	me	Date		
Estimate, and then solve each problem.				
1. Melissa and her mom go on a road trip. They drive 87 kilometers before lunc after lunch.		lissa and her mom go on a road trip. They drive 87 kilometers before lunch. They drive 59 kilometers er lunch.		
	a.	Estimate how many more kilometers they drive before lunch than after lunch by rounding to the nearest 10 kilometers.		
	b.	Precisely how much farther do they drive before lunch than after lunch?		
	C.	Compare your estimate from (a) to your answer from (b). Is your answer reasonable? Write a sentence to explain your thinking.		
2.	firs	y measures ribbon. She measures a total of 393 centimeters of ribbon and cuts it into two pieces. The t piece is 184 centimeters long. How long is the second piece of ribbon? Estimate the length of the second piece of ribbon by rounding in two different ways.		
	b.	Precisely how long is the second piece of ribbon? Explain why one estimate was closer.		

- 3. The weight of a chicken leg, steak, and ham are shown to the right. The chicken and the steak together weigh 341 grams. How much does the ham weigh?
 - Estimate the weight of the ham by rounding.



b. How much does the ham actually weigh?

- Kate uses 506 liters of water each week to water plants. She uses 252 liters to water the plants in the greenhouse. How much water does she use for the other plants?
 - a. Estimate how much water Kate uses for the other plants by rounding.
 - b. Estimate how much water Kate uses for the other plants by rounding a different way.
 - How much water does Kate actually use for the other plants? Which estimate was closer? Explain why.

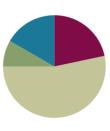


Lesson 21

Objective: Estimate sums and differences of measurements by rounding, and then solve mixed word problems.

Suggested Lesson Structure





Fluency Practice (13 minutes)

•	Group Counting 3.0A.1	(4 minutes)
•	Use Algorithms with Different Units 3.MD.2	(5 minutes)
•	Estimate and Subtract 3.NBT.2	(4 minutes)

Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition. It reviews foundational strategies for multiplication from Module 1 and anticipates Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count:

- Threes to 30
- Fours to 40
- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

As students' fluency with skip-counting improves, help them make a connection to multiplication by tracking the number of groups they count using their fingers.



Use Algorithms with Different Units (5 minutes)

Materials: (S) Personal white board

Note: This activity reviews addition and subtraction using the standard algorithm.

T: (Write 495 L + 126 L = ____.) On your personal white board, solve using the standard algorithm.

Repeat the process, using the following suggested sequence: 368 cm + 132 cm, 479 cm + 221 cm, 532 cm + 368 cm, 870 L - 39 L, 870 L - 439 L, 807 g - 45 g, and 807 g - 445 g.

Estimate and Subtract (4 minutes)

Materials: (S) Personal white board

Note: This activity reviews rounding to estimate differences from Lesson 20.

T: (Write $71 - 23 \approx$ ____.) Say the subtraction sentence.

S: 71 - 23.

T: Say the subtraction sentence, rounding each number to the nearest ten.

S: 70 - 20.

T: (Write $71 - 23 \approx 70 - 20$.) What's 70 - 20?

S: 50

T: So, 71 - 23 should be close to...?

S: 50.

T: On your boards, answer 71 - 23.

S: (Solve.)

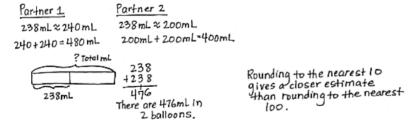
Continue with the following suggested sequence: 47 - 18, 574 - 182, and 704 - 187.

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Some learners may be more successful estimating and subtracting if allowed support (without stigma), such as base ten blocks, a place value chart, or a calculator. Maintain high expectations of student achievement, and set realistic personalized goals that they are steadily guided to attain.

Application Problem (5 minutes)

Gloria fills water balloons with 238 mL of water. How many milliliters of water are in two water balloons? Estimate to the nearest 10 mL and 100 mL. Which gives a closer estimate?





Have students complete the problem in partners so that Partner 1 rounds to the nearest ten and Partner 2 rounds to the nearest hundred—it's a time-efficient way of having both estimates to compare with the actual answer.

Note: This problem reviews Lesson 17 by having students round to estimate sums and then calculate the actual answer. It reviews addition because this lesson includes mixed practice with addition and subtraction.



Lesson 21:

Estimate sums and differences of measurements by rounding, and then solve mixed word problems.

A STORY OF UNITS Lesson 21 3 • 2

Concept Development (32 minutes)

Materials: See complete description below.

Problems 1-3 of the Problem Set:

Each group has the premeasured items and measurement tools listed below. Students work together to measure weight, length, and capacity.

Next, they round to estimate sums and differences, and then use the standard algorithm to solve. Determine whether students work in pairs, groups, or individually based on ability. Students should use their estimates to assess the reasonableness of actual answers.

Student Directions: Follow the Problem Set directions to complete Problems 1–3 with your group. Once you have finished those problems, complete Problem 4 on your own.

Materials Description (per group):

Problem 1: 1 digital scale, 1 bag of rice pre-measured at 58 grams, 1 bag of beans pre-measured at 91 grams

Problem 2: 1 meter stick; 3 pieces of yarn labeled A, B, and C (Yarn A pre-measured at 64 cm, Yarn B pre-measured at 88 cm, Yarn C pre-measured at 38 cm)

Problem 3: 1 400 mL beaker, Container D with liquid pre-measured at 212 mL, Container E with liquid pre-measured at 238 mL, Container F with liquid pre-measured at 195 mL

Problem 4: No additional materials

Student Debrief (10 minutes)

Lesson Objective: Estimate sums and differences of measurements by rounding, and then solve mixed word problems.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

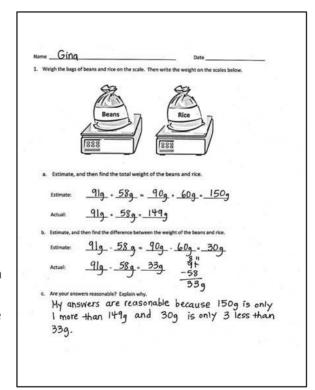
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class.

Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.



English language learners and others benefit from a demonstration of the procedure, as well as a review of behavior norms. For example, how will turns be recognized? What can be said to request the use of a tool? What is each tool called?

Working in pairs may be to the advantage of English language learners because it provides an opportunity to speak about math in English.





Lesson 21:

Estimate sums and differences of measurements by rounding, and then solve mixed word problems.

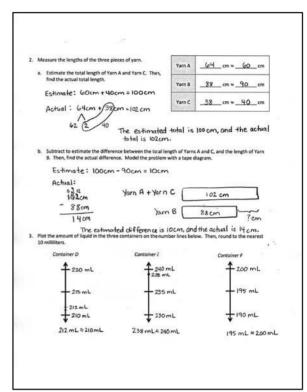
A STORY OF UNITS Lesson 21 3 • 2

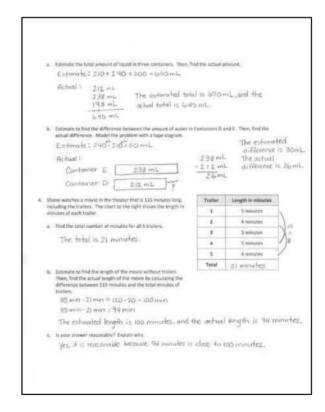
Any combination of the questions below may be used to lead the discussion.

- How can you use measurement as a tool for checking whether or not your answers are reasonable?
- How did you use mental math in today's lesson?
- How did the Application Problem prepare you for today's Problem Set?
- How did the Fluency Practice relate to your work today?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.





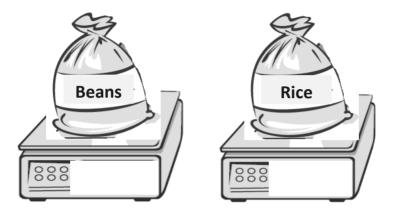


Lesson 21:

Estimate sums and differences of measurements by rounding, and then solve mixed word problems.

Name	Date
INGILIE	Date

1. Weigh the bags of beans and rice on the scale. Then, write the weight on the scales below.



a. Estimate, and then find the total weight of the beans and rice.

Estimate:	 +	\approx	 +	 =	

Actual:

b. Estimate, and then find the difference between the weight of the beans and rice.

Estimate:	 -	 ≈	 -	 =	
Actual:	_	= _			

c. Are your answers reasonable? Explain why.

- 2. Measure the lengths of the three pieces of yarn.
 - a. Estimate the total length of Yarn A and Yarn C. Then, find the actual total length.

Yarn A	cm ≈ cm
Yarn B	cm ≈ cm
Yarn C	cm ≈ cm

b. Subtract to estimate the difference between the total length of Yarns A and C, and the length of Yarn B. Then, find the actual difference. Model the problem with a tape diagram.

3. Plot the amount of liquid in the three containers on the number lines below. Then, round to the nearest 10 milliliters.

Container D



Container E



Container F



a. Estimate the total amount of liquid in three containers. Then, find the actual amount.

b. Estimate to find the difference between the amount of water in Containers D and E. Then, find the actual difference. Model the problem with a tape diagram.

- 4. Shane watches a movie in the theater that is 115 minutes long, including the trailers. The chart to the right shows the length in minutes of each trailer.
 - a. Find the total number of minutes for all 5 trailers.
 - b. Estimate to find the length of the movie without trailers. Then, find the actual length of the movie by calculating the difference between 115 minutes and the total minutes of trailers.

Trailer	Length in minutes
1	5 minutes
2	4 minutes
3	3 minutes
4	5 minutes
5	4 minutes
Total	

c. Is your answer reasonable? Explain why.



Name	Date
_	drinks water at every meal. At breakfast, he drinks 237 milliliters. At lunch, he drinks 300 milliliters. er, he drinks 177 milliliters.
a.	Estimate the total amount of water Rogelio drinks. Then, find the actual amount of water he drinks at all three meals.
b.	Estimate how much more water Rogelio drinks at lunch than at dinner. Then, find how much more water Rogelio actually drinks at lunch than at dinner.



Date _____

- 1. There are 153 milliliters of juice in 1 carton. A three-pack of juice boxes contains a total of 459 milliliters.
 - a. Estimate, and then find the actual total amount of juice in 1 carton and in a three-pack of juice boxes.

153 mL + 459 mL≈ ____ + ___ =___

153 mL + 459 mL = _____

b. Estimate, and then find the actual difference between the amount in 1 carton and in a three-pack of juice boxes.

459 mL - 153 mL ≈ ____ - __ = ___

459 mL - 153 mL =

- c. Are your answers reasonable? Why?
- 2. Mr. Williams owns a gas station. He sells 367 liters of gas in the morning, 300 liters of gas in the afternoon, and 219 liters of gas in the evening.
 - a. Estimate, and then find the actual total amount of gas he sells in one day.
 - b. Estimate, and then find the actual difference between the amount of gas Mr. Williams sells in the morning and the amount he sells in the evening.



- 3. The Blue Team runs a relay. The chart shows the time, in minutes, that each team member spends running.
 - a. How many minutes does it take the Blue Team to run the relay?

Blue Team	Time in Minutes
Jen	5 minutes
Kristin	7 minutes
Lester	6 minutes
Evy	8 minutes
Total	

b. It takes the Red Team 37 minutes to run the relay. Estimate, and then find the actual difference in time between the two teams.

- 4. The lengths of three banners are shown to the right.
 - Estimate, and then find the actual total length of Banner A and Banner C.

Banner A	437 cm
Banner B	457 cm
Banner C	332 cm

Estimate, and then find the actual difference in length between Banner B and the combined length of Banner A and Banner C. Model the problem with a tape diagram.



Name	Date
Name	Date

1. Paul is moving to Australia. The total weight of his 4 suitcases is shown on the scale to the right. On a number line, round the total weight to the nearest 100 kilograms.



2. Paul buys snacks for his flight. He compares cashews to yogurt raisins. The cashews weigh 205 grams, and the yogurt raisins weigh 186 grams. What is the difference between the weight of the cashews and yogurt raisins?



- 3. The clock to the right shows what time it is now.
 - a. Estimate the time to the nearest 10 minutes.

Time Right Now



b. The clock to the right show Paul's departure time. Estimate the time to the nearest 10 minutes.

Departure Time



c. Use your answers from Parts (a) and (b) to estimate how long Paul has before his flight leaves.



Module 2:

Place Value and Problem Solving with Units of Measure

- 4. A large airplane uses about 256 liters of fuel every minute.
 - a. Round to the nearest ten liters to estimate how many liters of fuel get used every minute.

b. Use your estimate to find about how many liters of fuel are used every 2 minutes.

c. Calculate precisely how many liters of fuel are used every 2 minutes.

d. Draw a tape diagram to find the difference between your estimate and the precise calculation.



- 5. Baggage handlers lift heavy luggage into the plane. The weight of one bag is shown on the scale to the right.
 - a. One baggage handler lifts 3 bags of the same weight. Round to estimate the total weight he lifts. Then, calculate exactly.



b. Another baggage handler lifts luggage that weighs a total of 200 kilograms. Write and solve an equation to show how much more weight he lifts than the first handler in Part (a).

c. The baggage handlers load luggage for 18 minutes. If they start at 10:25 p.m., what time do they finish?

d. One baggage handler drinks the amount of water shown below every day at work. How many liters of water does he drink during all 7 days of the week?





Module 2:

6. Complete as many problems as you can in 100 seconds. The teacher will time you and tell you when to stop.

3 x 1 = _ 2 ÷ 1 = _ $= 20 \div 10$ $2 \times 2 = _{-}$ 5 x ___ _ = 10

x 2 = 4 $10 \div 5 =$ 10 x = 30 $= 2 \times 3$ $= 12 \div 4$

 $4 \times 3 =$ 15 ÷ 5 = x 4 = 16 $=40 \div 10$ $2 \times 4 = _{-}$

 $3 \times 4 =$ 4 x ____ = 12 20 ÷ 4 = _ _ = 10 x 5 __ x 5 = 25

4 x = 20 $= 10 \div 2$ x 3 = 18 10 x 6 = ___ 30 ÷ 5 =

 $= 24 \div 4$ 5 x ____ = 35 14 ÷ 2 = ___

 $2 \times 7 =$ _ x 4 = 28 $= 40 \div 5$ 10 x ____ = 80 $= 3 \times 8$

24 ÷ 3 = 80 ÷ 10 = 36 ÷ 4 = 5 x 9 =

End-of-Module Assessment Task Standards Addressed

Topics A-F

Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)

- 3.NRT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

- 3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- 3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm³ and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems, i.e., problems involving notions of "times as many"; see CCLS Glossary, Table 2.)

Multiply and divide within 100.

3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe steps that illuminate the gradually increasing understandings that students develop on their way to proficiency. In this chart, this progress is presented from left (Step 1) to right (Step 4) for Problems 1–5. The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what students CAN do now and what they need to work on next. Problem 6 is scored differently since it is a timed assessment of fluency. Students complete as many problems as they can in 100 seconds. Although this page of the assessment contains 40 questions, answering 30 correct within the time limit is considered passing.



A Progression Towar	A Progression Toward Mastery						
Assessment Task Item	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)			
1 3.NBT.1 3.MD.2	Student is unable to answer the question correctly. The attempt shows the student may not understand the meaning of the question.	Student attempts to answer the question. Mistakes may include those listed in the box to the right and/or misreading the scale but correctly rounding based on error.	Same criteria as for a 4 but may omit the unit (kg) in one or more parts of the answer.	Student answers the question correctly: Accurately reads the scale as 127 kg. Rounds on a number line to estimate 100 kg.			
2 3.NBT.2	Student is unable to answer the question correctly. The attempt shows student may not understand the meaning of the question.	Student attempts to answer the question. Mistakes may include those listed in the box to the right and/or decomposing the numbers incorrectly.	Student may or may not answer question correctly. Mistakes may include decomposing the numbers correctly but making a calculation error when subtracting.	Student correctly writes and solves 205 g – 186 g = 19 g.			
3 3.NBT.1 3.NBT.2 3.MD.1	Student is unable to answer questions correctly. The attempt shows the student may not understand the meaning of the questions.	Student attempts to answer the questions. Mistakes may include those listed in the box to the right and/or inaccurately reading one or both of the clocks.	Student answers at least one question correctly. Mistakes may include a rounding error in either Part (a) or Part (b) affecting Part (c) or a correctly solved problem based on a wrong answer.	Student answers every question correctly: a. Rounds 10:19 to 10:20. b. Rounds 10:53 to 10:50. c. Estimates about 30 minutes before the plane leaves.			





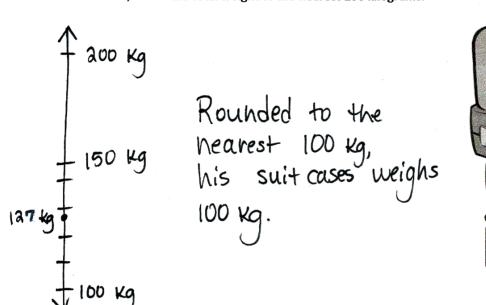
A Progression Towa	rd Mastery			
4 3.NBT.1 3.NBT.2	Student is unable to answer any of the questions correctly. The attempt shows the student may not understand the meaning of the questions.	Student attempts to answer the questions. Mistakes may include those listed in the box to the right, and/or: Either failing to round or calculate exactly in Parts (a–d). Omitting the units in any part. Incorrectly drawing or labelling a tape diagram.	Student may or may not answer questions correctly. Mistakes may include an arithmetic error in Part (c) affecting Part (d) or a tape diagram drawn and labeled correctly based on a wrong answer.	Student answers every question correctly: a. Rounds to estimate 260 liters in Part (a). b. Estimates 520 liters in Part (b). c. Precisely calculates 512 liters in Part (c). d. Draws and labels a tape diagram to show 8 liters as the difference in Part (d).
5 3.NBT.1 3.NBT.2 3.MD.1 3.MD.2	Student is unable to answer any question correctly. The attempt shows the student may not understand the meaning of the questions.	Student attempts to answer the questions. Mistakes may include those listed in the box to the right, and/or: Conceptual rather than calculation error in Parts (a), (b), or (d). Either failing to round or calculate exactly in Part (a). Omitting the units in any part.	Student may or may not answer questions correctly. Mistakes may include those listed below: Arithmetic error in Part (a) affecting Part (b) but solved correctly based on a wrong answer. Failing to write an equation in Part (b).	Student answers every question correctly: a. 65 kg + 65 kg + 65 kg = 195 kg, and 70 kg + 70 kg + 70 kg = 210 kg in Part (a). b. Writes and solves 200 kg - 195 kg = 5 kg in Part (b). c. Calculates end time of 10:43 p.m. in Part (c). d. May use multiplication or addition to answer 28 liters in Part (d).
6 3.OA.7	Students who answer 30 assessment. They are real End-of-Module Assessment page with each subseque Analyze the mistakes student structure. Did this student structure.	work to correct students' a or more questions correctly ady to move on to the more ent. For students who do not the End-of-Module assessments make on this assessments was you analyze are given be aggle with multiplication, diving with a particular factor sistently miss problems with	within the allotted time particle complicated fluency page got pass, you may choose to rent until they are successful ent to further guide your fluency. Jow: Vision, or both?	ass this portion of the given with the Module 3 re-administer this fluency uency instruction.

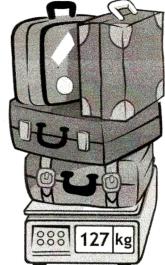


	\wedge .			
	Gina			
Name	UIVIC	Date		

1. Paul is moving to Australia. The total weight of his 4 suitcases is shown on the scale to the right.

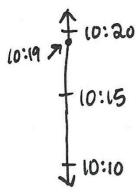
On a number line, round the total weight to the nearest 100 kilograms.





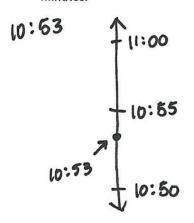
2. Paul buys snacks for his flight. He compares cashews with yogurt raisins. The cashews weigh 205 grams, and the yogurt raisins weigh 186 grams. What is the difference between the weight of the cashews and yogurt raisins?

- 3. The clock to the right shows what time it is now.
 - a. Estimate the time to the nearest 10 minutes.



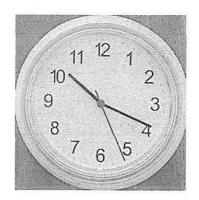
It is 10:20 to the heavest 10 minutes.

b. The clock to the right show Paul's departure time. Estimate the time to the nearest 10 minutes.

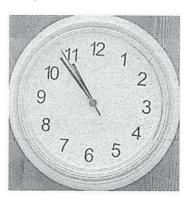


fil:00 His departure time is 10:50 to the nearest 10:55 10 minutes.





Departure time:



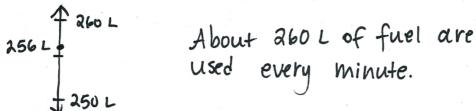
c. Use your answers from Parts (a) and (b) to estimate how long Paul has before his flight leaves.

50 minutes - 20 minutes = 30 minutes

Paul has about 30 minutes before his flight leaves.

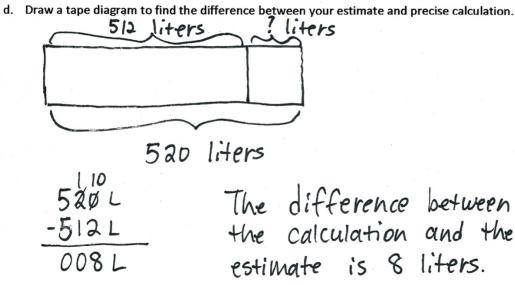
Module 2:

- 4. A large airplane uses about 256 liters of fuel every minute.
 - a. Round to the nearest ten liters to estimate how many liters of fuel get used every minute.



b. Use your estimate to find about how many liters of fuel are used every 2 minutes.

c. Calculate precisely how many liters of fuel are used every 2 minutes.

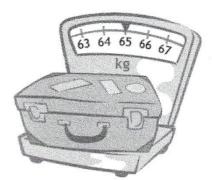


- 5. Baggage handlers lift heavy luggage into the plane. The weight of one bag is shown on the scale to the right.
 - a. One baggage handler lifts 3 bags of the same weight. Round to estimate the total weight he lifts. Then, calculate exactly.

65 kg is about 70 kg.

14
$$\angle 70$$
 the lifts about 1265

14 $\angle 70$ 210 kg total. 18 $\angle 65$ exactly $21 + 70$ 195 kg



b. Another baggage handler lifts luggage that weighs a total of 200 kilograms. Write and solve an equation to show how much more weight he lifts than the first handler in Part (a).

c. The baggage handlers load luggage for 18 minutes. If they start at 10:25 p.m., what time do they finish?

d. One baggage handler drinks the amount of water shown below every day at work. How many liters of water does he drink during all 7 days of the week?



Module 2:

6. Complete as many problems as you can in 100 seconds. The teacher will time you and tell you when to stop.

$$3 \times 1 = 3$$
 $2 \div 1 = 2$ $2 = 20 \div 10$ $2 \times 2 = 4$ $5 \times 2 = 10$
 $2 \times 2 = 4$ $10 \div 5 = 2$ $10 \times 3 = 30$ $6 = 2 \times 3$ $3 = 12 \div 4$
 $4 \times 3 = 12$ $15 \div 5 = 3$ $4 \times 4 = 16$ $4 = 40 \div 10$ $2 \times 4 = 8$
 $3 \times 4 = 12$ $4 \times 3 = 12$ $20 \div 4 = 5$ $50 = 10 \times 5$ $5 \times 5 = 25$
 $4 \times 5 = 20$ $5 = 10 \div 2$ $6 \times 3 = 18$ $10 \times 6 = 60$ $30 \div 5 = 6$
 $3 \times 6 = 18$ $6 = 24 \div 4$ $5 \times 7 = 35$ $70 = 10 \times 7$ $14 \div 2 = 7$
 $2 \times 7 = 14$ $7 \times 4 = 28$ $8 = 40 \div 5$ $10 \times 8 = 80$ $24 = 3 \times 8$

A STORY OF UNITS

3 GRADE

Mathematics Curriculum



GRADE 3 • MODULE 2

Answer Key

GRADE 3 • MODULE 2

Place Value and Problem Solving with Units of Measure



Problem Set

- Times will vary.
- 2. Times will vary.
- 3. Times will vary.
- Times will vary. 4.
- 5. Times will vary.
- Times will vary. 6.

Exit Ticket

- a. Jake
- b. Riley and Nicholas
- c. 3 seconds

- a. Dominique
 - b. Chester
 - c. 5 seconds
- 2. Activities will vary.
- First clock—10:15
 - Second clock-2:50
 - Third clock—11:00
 - Fourth clock—7:05



Problem Set

- a. First and last tick marks labeled as 7:00 a.m. and 8:00 a.m.
 - b. Each interval labeled by fives below the number line up to 8:00 a.m.
 - c. Point D plotted and labeled above 7:10 a.m.
 - d. Point E plotted and labeled above 7:35 a.m.
 - e. Point T plotted and labeled above 7:40 a.m.
 - f. Point L plotted and labeled above 7:45 a.m.
 - g. Point W plotted and labeled above 7:55 a.m.
- Every 5 minutes labeled below the number line

First clock not matched to the number line

Second clock—5:50 p.m.

Third clock—5:15 p.m.

Fourth clock not matched to the number line

Fifth clock—5:40 p.m.

Last clock-5:25 p.m.

- First and last tick marks labeled as 5:00 p.m. and 6:00 p.m.; each interval labeled by fives below the 3. number line up to 6:00 p.m.; 5:45 p.m. located and plotted on the number line
- 4. Answers will vary.

Exit Ticket

a. 10:10 a.m.

10:50 a.m.

b. 10:20 a.m.

d. 1 hour

- a. First and last tick marks labeled as 4:00 p.m. and 5:00 p.m.
- b. Each interval labeled by fives below the number line up to 5:00 p.m.
- c. Point W plotted and labeled above 4:05 p.m.
- d. Point F plotted and labeled above 4:15 p.m.
- e. Point G plotted and labeled above 4:25 p.m.
- f. Point B plotted and labeled above 4:50 p.m.
- g. Point P plotted and labeled above 4:55 p.m.



Problem Set

- The times shown on the clocks are plotted correctly on the number line.
 - First clock—7:17 p.m.
 - Second clock—7:03 p.m.
 - Third clock—7:55 p.m.
 - Fourth clock—7:41 p.m.
 - Fifth clock—answer provided

- Hands on the clock drawn to show 6:48 a.m. 2.
- Hands on the clock drawn to show 8:23 a.m. 3.
- 5:27 4.
- 5. a. 3:56
 - b. 3:45

Exit Ticket

- a. 8:04
- b. Hands on the clock drawn to show 8:23 a.m.
- c. The first and last tick marks labeled as 8:00 a.m. and 9:00 a.m.; Point A plotted and labeled above 8:04 a.m.; Point B plotted and labeled above 8:23 a.m.

- The times shown on the clocks are plotted correctly on the number line.
 - First clock—4:34 p.m.
 - Second clock—4:01 p.m.
 - Third clock—4:16 p.m.
 - Fourth clock—4:53 p.m.
 - Fifth clock—answer provided
- 2. Hands on the clock drawn to show 6:07 p.m.
- Hands on the clock drawn to show 1:32 p.m. 3.

- 4. a. 2:32
 - b. 2:55
 - c. Hands on the clock drawn to show 2:55.
 - d. First and last tick marks labeled 2:00 p.m. and 3:00 p.m.; Point B plotted and labeled above 2:32 p.m.; Point F plotted and labeled above 2:55 p.m.



Problem Set

26

2. 2:08

3. 31

4:09

5. 9:52

6. 19 min

7. 11:58 a.m.

1:17 p.m.

Exit Ticket

Hands on the first clock are drawn to show 1:34 p.m. 1.

Hands on the second clock are drawn to show 1:56 p.m. 2.

3. 22 min

Homework

31

2. 3:22

3. 33 4. 2:11

5. 36 min

Times will vary. 6.



Problem Set

- 53; problem modeled on number line; 25 + 28 = 53
- 22 minutes; problem modeled on number line; 34 12 = 222.
- 17 minutes; 47 30 = 173.
- a. 29 minutes
 - b. No; Austin will be 4 minutes late.
- 11:13

Exit Ticket

36; problem modeled on number line; 19 + 17 = 36

- 56; problem modeled on number line; 22 + 34 = 56
- 2. 9 minutes; problem modeled on number line; 56 - 47 = 9
- 3. 30 minutes
- a. 47 minutes
 - b. No; Marcus will be 2 minutes late.
- 5. 27 minutes



Problem Set

- Illustrations and descriptions will vary.
- 2. Illustrations and descriptions will vary.
- Illustrations and descriptions will vary. 3.
- Illustrations and descriptions will vary. 4.
- 5. Answers will vary.

Exit Ticket

100 grams

- a. 10
 - b. 10
 - c. 10
 - d. They all need 10 to get to the next unit.
- Top row, left to right: 3 kilograms; 6 kilograms; 450 grams Bottom row, left to right: 907 grams; 11 kilograms; 1 kilogram



Problem Set

- Objects and weights will vary. A.
- B. Objects and weights will vary.
- Objects and weights will vary. C.
- Objects and weights will vary. D.
- 1. grams E.
 - 2. kilograms
 - 3. grams
 - 4. kilograms
 - 5. kilograms
 - 6. grams

- 2 kilograms since 1 bottle of water weighs F. about 1 kilogram
- Yes; 10 units of 100 grams equal 1000 grams, G. which is the same as 1 kilogram.

Exit Ticket

- 1. 146 g; 12 kg
- a. grams
 - b. grams
 - c. kilograms
 - d. grams
 - e. kilograms

Homework

Water bottle—1 kilogram 1.

Paper clip-1 gram

4 pennies—10 grams

Apple-100 grams

- Grams; because 113 kilograms is too heavy for a cell phone 2.
- 3. 25 kilograms; 9 kilograms; 200 grams

367 grams; 105 grams



Problem Set

- 464; 355
- a. 78; problem modeled with tape diagram
 - b. 8; problem modeled with tape diagram
- Tape diagram drawn correctly; about 15 kg
- 4. a. About 3 kg
 - b. About 21 kg

Exit Ticket

- a. 14 kg
- b. 28 kg
- c. 3 backpacks

- 1. a. C
 - b. B
 - c. 4
 - d. 36 kg
- 2. 840 g

- 3. 430 g
- 4. a. 91 kg
 - b. 125 kg
- 5. a. 7 kg
 - b. 5 kg



Problem Set

- a. Predictions will vary.
- b. Answers will vary.
- c. Illustrations and descriptions will vary.
- d. Illustrations and descriptions will vary.
- e. Illustrations and descriptions will vary.
- f. They both break apart into 1 thousand units. 1 liter is 1000 milliliters, and 1 kilogram is 1000 grams.
- g. 1 gram; 1 liter is the same as 1 kilogram, and they break apart the same way into 1 thousand units.

Exit Ticket

- 10; Morgan will scoop water 10 times. 1.
- 100 groups; there are 10 groups of 10 milliliters in 100 milliliters, and there are 10 groups of 100 milliliters in 1 liter.

- a. Answers will vary.
 - b. Answers will vary.
- 2. 15 mL
- 3. 708 mL
- 6 buckets
- 5. 5 L



Problem Set

- Vertical number line on container labeled by hundreds
 - a. 500 mL; reasons will vary.
 - b. Explanations will vary.
 - c. 700 mL
- 3 L; 6 L; 4 L; 0 L 2.
- 400 mL; 200 mL; 1000 mL; 700 mL
- a. Capacity of each barrel plotted and labeled correctly on number line
 - b. Barrel C
 - c. Barrel D
 - d. Barrel B because it is closest to 70 mL OR Barrel A because it has enough capacity to hold 70 L
 - e. Number line used to find answer; 28 more liters

Exit Ticket

- A: 45 L
 - B: 57 L
 - C: 21 L
- 24 L

- 5 L; 2 L; 6 L; 1 L
- 2. 11 L
- 3. 5 L; 2 L; 4 L; 2 L
- a. Capacity of each gas tank plotted and labeled on number line
 - b. Large
 - c. Small
 - d. Medium
 - e. Number line used to find answer; 32 more liters



Problem Set

- 1. a. 558 g
 - b. 445 g
- 2. a. 60 g
 - b. 142 g
- 3. a. 191 g
 - b. 123 g
 - c. 194 g
- **Exit Ticket**
 - a. 677 mL
 - b. 140 mL
 - c. 480 mL

- Tape diagram drawn and labeled to represent the problem; 9 turkeys
- 5. 900 mL of milk
- 14 L 6.

- Homework
- 687 1.
- 2. 104
- 54 L

- 4. 8 beds
- 35 mL 5.



Problem Set

- Measurements and estimates will vary.
- 2. Measurements and estimates will vary.
- 3. Measurements and estimates will vary.
- Measurements and estimates will vary. 4.

Exit Ticket

- a. 46 g
- b. Rounding modeled on number line
- d. 46 g is more than halfway between 40 g and 50 g on the number line, so 46 g rounds up to 50 g.

- Measurements and estimates will vary.
- 2. 10:30
- 20 3.
- 53; 50 4.
- 58; 60 5.



Problem Set

- a. 30
 - b. 40; rounding modeled on number line
 - c. 60; rounding modeled on number line
 - d. 160; rounding modeled on number line
 - e. 280; rounding modeled on number line
 - f. 410; rounding modeled on number line
- Number line drawn and labeled to model rounding; 40 g

Number line drawn and labeled to model rounding; 50 g

Number line drawn and labeled to model rounding; 140 g

- a. 48 min
 - b. 50 min

Exit Ticket

- a. 30; rounding modeled on number line
 - b. 280; rounding modeled on number line
- No; 603 is less than halfway between 600 and 610, so 603 rounded to the nearest ten is 600; number 2. line drawn and labeled to model rounding

Homework

- a. 40 1.
 - b. 50; rounding modeled on number line
 - c. 70; rounding modeled on number line
 - d. 170; rounding modeled on number line
 - e. 190; rounding modeled on number line
 - f. 190; rounding modeled on number line
- Number line drawn and labeled to model rounding; 50 g 2.

Number line is drawn and labeled to model rounding; 670 g

60 g; number line drawn and labeled to model rounding 3.



Sprint

Side A

1.	5	12.	85	23.	285	34.	75
2.	15	13.	95	24.	585	35.	1,075
3.	25	14.	95	25.	585	36.	1,575
4.	75	15.	85	26.	35	37.	485
5.	75	16.	55	27.	935	38.	1,485
6.	45	17.	155	28.	65	39.	1,085
7.	45	18.	255	29.	465	40.	355
8.	35	19.	755	30.	95	41.	1,785
9.	35	20.	755	31.	895	42.	395
10.	65	21.	85	32.	995	43.	1,835
11.	65	22.	185	33.	1,005	44.	1,105

Side B

21GG R									
	1.	15	12.	85	23.	275	34.	25	
	2.	25	13.	95	24.	675	35.	1,025	
	3.	35	14.	95	25.	675	36.	1,525	
	4.	65	15.	85	26.	25	37.	385	
	5.	65	16.	65	27.	925	38.	1,385	
	6.	55	17.	165	28.	55	39.	1,085	
	7.	55	18.	265	29.	455	40.	755	
	8.	45	19.	565	30.	95	41.	1,685	
	9.	45	20.	565	31.	895	42.	295	
	10.	75	21.	75	32.	995	43.	1,845	
	11.	75	22.	175	33.	1,005	44.	1,215	



Problem Set

- a. 100; rounding modeled on number line
 - b. 300; rounding modeled on number line
 - c. 300; rounding modeled on number line
 - d. 1,300; rounding modeled on number line
 - e. 1,600; rounding modeled on number line
 - f. 1,300; rounding modeled on number line

- a. 500 stickers 2.
 - b. 500 pages
 - c. 800 mL
 - d. \$1,300
 - e. 1,800 km
- 550, 639, 603 3.
- 4. Both are correct; explanations will vary.

Exit Ticket

- a. 100; rounding modeled on number line
 - b. 1,800; rounding modeled on number line
- 700 people; vertical number line drawn 2.

- a. 200; rounding modeled on number line
 - b. 300; rounding modeled on number line
 - c. 300; rounding modeled on number line
 - d. 1,300; rounding modeled on number line
 - e. 1,700; rounding modeled on number line
 - f. 1,800; rounding modeled on number line
- 2. a. 200 cards
 - b. 500 people
 - c. 400 milliliters
 - d. 700 grams
 - e. \$1,300
- 368, 420, 449 3.
- Both are correct; explanations will vary. 4.



Problem Set

- 1. a. 51 mL
 - b. 71 mL
 - c. 171 mL
 - d. 89 cm
 - e. 592 cm
 - f. 627 cm
 - g. 92 g
 - h. 639 g
 - i. 956 g
 - j. 3 L 657 mL
 - k. 5 kg 876 g

- 2. 107 g
- 3. 475 mL + 317 mL = 792 mL; Andrea is correct; explanations will vary.
- 47 min

Exit Ticket

- a. 60 cm
 - b. 742 m
 - c. 584 km

- 2. a. 41 min
 - b. 67 min

- a. 82 cm
 - b. 95 kg
 - c. 591 mL
 - d. 375 g
 - e. 790 mL
 - f. 480 L
- 2. a. 373
 - b. 444 mL

- 3. 119 students
- 63 cm 4.
- Paperback book and bar of soap;



Problem Set

- a. 120 mL
 - b. 420 mL
 - c. 820 mL
 - d. 150 cm
 - e. 600 cm
 - f. 900 cm
 - g. 835 g
 - h. 942 g
 - i. 983 g
 - j. 4 L 800 mL
 - k. 6 kg 851 g

Exit Ticket

- a. 107 g
 - b. 617 kg
 - c. 802 L
- 104 L

- a. 55 m
 - b. 85 m
 - c. 530 m
 - d. 72 mL
 - e. 542 mL
 - f. 642 mL
 - g. 631 kg
 - h. 801 kg
 - i. 902 kg
 - j. 6 L 556 mL
 - k. 8 kg 622 g

- Tape diagram drawn and labeled; 1,000 g
- 144 muffins 3.
- 741 mL

- Tape diagram drawn and labeled; 101 minutes
- 3. 324
- 4. 802



Sprint

Side A

1.	20	12.	50	23.	80	34.	640
2.	30	13.	80	24.	90	35.	670
3.	40	14.	70	25.	100	36.	970
4.	80	15.	70	26.	110	37.	980
5.	60	16.	60	27.	120	38.	990
6.	50	17.	30	28.	150	39.	1,000
7.	40	18.	40	29.	310	40.	1,110
8.	20	19.	50	30.	410	41.	1,120
9.	40	20.	80	31.	520	42.	3,230
10.	30	21.	90	32.	620	43.	5,490
11.	60	22.	20	33.	630	44.	7,890

Side R

Side	В						
1.	10	12.	40	23.	80	34.	540
2.	20	13.	90	24.	90	35.	570
3.	30	14.	80	25.	100	36.	970
4.	70	15.	80	26.	110	37.	980
5.	70	16.	70	27.	120	38.	990
6.	60	17.	20	28.	160	39.	1,000
7.	50	18.	30	29.	210	40.	1,110
8.	20	19.	40	30.	310	41.	1,120
9.	30	20.	80	31.	420	42.	2,340
10.	20	21.	90	32.	520	43.	4,580
11.	50	22.	50	33.	530	44.	8,790



Problem Set

a. A: 704; 500, 300, 800

700; 500, 200, (700)

697; 400, 200, 600

B: 517; 400, 200, 600

504; 400, 100, (500)

496; 300, 100, 400

C: 810; 700, 200, 900

805; 600, 200, (800)

793; 600, 100, 700

b. Explanations will vary; both addends are close to the halfway point, so they balance each other out.

- a. Estimates will vary. 2.
 - b. 245 min
 - c. Explanations will vary; a different way of rounding is shown and compared.
- 3. a. Estimates will vary.
 - b. 256 kilograms; a tape diagram is drawn and labeled to represent the problem.

Exit Ticket

- a. 420 minutes
- b. 400 minutes
- c. Explanations will vary; both addends are close to the halfway point, so rounding to the nearest 10 minutes and 100 minutes give estimates that are close to each other.

- a. 40 kg
 - b. 39 kg
 - c. 70 min
 - d. 61 min
 - e. A close estimate can help us see if our actual sum is reasonable.
- a. Estimates will vary.
 - b. Estimates will vary.
 - c. 573 min; explanations will vary.



Problem Set

- a. 36 mL
 - b. 336 mL
 - c. 136 mL
 - d. 497 cm
 - e. 361 cm
 - f. 498 cm
 - g. 177 g
 - h. 73 g
 - i. 75 g
 - j. 1 km 315 m
 - k. 2 kg 31 g
- **Exit Ticket**
- a. 235 mL
 - b. 304 m
 - c. 125 kg
- 2. 221 cm
- Homework
- a. 24 L
 - b. 324 L
 - c. 224 L
 - d. 575 cm
 - e. 334 cm
 - f. 365 cm
 - g. 681 g
 - h. 261 g
 - i. 306 km
 - j. 192 km

- 172 g; tape diagram drawn and labeled to model problem
- a. 95 min 3.
 - b. 50 min
- 4. 34 cm

- 174 g; tape diagram drawn and labeled to model problem
- a. 158 min
 - b. 19 min



Problem Set

- 1. a. 280 cm
 - b. 80 cm
 - c. 365 g
 - d. 254 g
 - e. 648 mL
 - f. 248 mL
 - g. 4 km 233 m
 - h. 2 L 51 mL

- 2. 149 km
- 3. 8 kg
- 235 L

Exit Ticket

- a. 159 m
 - b. 108 kg
- 78 kg

- 1. a. 190 g
 - b. 166 g
 - c. 287 cm
 - d. 321 cm
 - e. 842 g
 - f. 542 g
 - g. 2 L 20 mL
 - h. 4 L 452 mL

- 75 kg; tape diagram drawn and labeled to model problem
- 188 km
- 4. 415 L



Sprint

Side	e A
------	-----

1.	200	12.	900	23.	400	34.	1,000
2.	300	13.	1,900	24.	1,400	35.	1,000
3.	400	14.	2,900	25.	500	36.	1,000
4.	800	15.	3,900	26.	5,500	37.	10,000
5.	1,800	16.	7,900	27.	900	38.	7,000
6.	2,800	17.	500	28.	6,900	39.	4,100
7.	3,800	18.	2,500	29.	600	40.	8,400
8.	7,800	19.	400	30.	700	41.	3,600
9.	300	20.	3,400	31.	700	42.	9,800
10.	400	21.	700	32.	800	43.	2,900
11.	500	22.	4,700	33.	900	44.	10,000

Side B

Jiuc	5						
1.	100	12.	800	23.	300	34.	1,000
2.	200	13.	1,800	24.	1,300	35.	1,000
3.	300	14.	2,800	25.	400	36.	1,000
4.	700	15.	3,800	26.	5,400	37.	10,000
5.	1,700	16.	8,800	27.	800	38.	4,000
6.	2,700	17.	400	28.	6,800	39.	2,100
7.	3,700	18.	2,400	29.	600	40.	7,400
8.	8,700	19.	500	30.	700	41.	4,600
9.	200	20.	3,500	31.	700	42.	8,800
10.	300	21.	900	32.	800	43.	3,900
11.	400	22.	4,900	33.	900	44.	10,000



Problem Set

a. A: 295; 400, 200, 200

298; 500, 200, (300)

299; 400, 100, (300)

302; 500, 100, 400

B: 486; 700, 300, 400

495; 800, 300, (500)

498; 700, 200, (500)

508; 800, 200, 600

b. Explanations will vary; in the differences that gave the most precise estimates, both numbers either rounded down or both numbers rounded up.

- a. Estimates will vary. 2.
 - b. 188 L; tape diagram drawn and labeled to model problem
- a. Estimates and explanations will vary. 3.
 - b. 128 g; tape diagram drawn and labeled to model problem

Exit Ticket

- a. Estimates will vary.
- b. Estimates will vary.
- c. 53 g
- d. Estimates and explanations will vary.

- a. 30 km
 - b. 28 km
 - c. Yes; it is a reasonable answer because our estimate is very close to our actual answer. A close estimate can help us see if our actual sum is reasonable.
- a. Estimates will vary.
 - b. 209 centimeters; explanations will vary.

- a. Estimates will vary.
 - b. 648 g
- 4. a. Estimates will vary.
 - b. Estimates will vary.
 - c. 254 liters of water; estimates and explanations will vary.



Problem Set

- a. 91 g, 58 g, 90 g, 60 g, 150 g;
 - 91 g, 58 g, 149 g
 - b. 91g, 58 g, 90 g, 60 g, 30 g;
 - 91 g, 58 g, 33 g
 - c. Because both estimates are close to the actual answers
- Yarn A: 64; 60
 - Yarn B: 88; 90
 - Yarn C: 38; 40
 - a. Estimate: 100 cm; actual: 102 cm
 - b. Estimate: 10 cm; actual: 14 cm; tape diagram drawn and labeled

- Capacity of the 3 containers plotted and
 - labeled on number lines
 - Container D: 212 mL ≈ 210 mL
 - Container E: 238 mL ≈ 240 mL
 - Container F: 195 mL ≈ 200 mL
 - a. Estimate: 650 mL; actual: 645 mL
 - b. Estimate: 30 mL; actual: 26 mL;
 - tape diagram drawn and labeled
- a. 21 min 4.
 - b. Estimates will vary; actual: 94 min
 - c. Because the estimate is close to the actual answer

Exit Ticket

- a. Estimations will vary; 714 mL
- b. Estimations will vary; 123 mL

- a. Estimations will vary; 612 mL
 - b. Estimations will vary; 306 mL
 - c. Answers and explanations will vary.
- a. Estimations will vary; 886 L
 - b. Estimations will vary; 148 L

- 3. a. 26 min
 - b. Estimations will vary; 11 min
- a. Estimations will vary; 769 cm 4.
 - b. Estimations will vary; 312 cm; tape diagram drawn and labeled





Promise Prep Coaching Waterfall

Use Sound Lesson Design

-4M Objective aligned to summative assessment (made first, most important, measurable, manageable)

·High Ratio activities prepare students for success on Exit Ticket -Exit aligned to objective

Prepare with Purpose (Intellectual Prep of Curriculum)

-Internalize connection between objective and exit ticket

-Internalize element of exemplar -Establish Criteria for Success

-Script transferable questions/prepare annotations

-Anticipate misconceptions and prepare "Transferable Questions" (Break it Down/Build it Up Questions) -Prepare"I Do/We Do/You Do" or Task Debrief (teach, don't just assign; include modeling and guided

Standardize the Format: make sure materials support active monitoring practice)

Level One: Essentials of an Effective Classroom

Use Effective Routines

-Passes/water/tissue/pencils -Entry/Exit -Do Now

-Students Getting Teacher's Attention

-Work the Clock/Use a Timer

-Circulate

-Positive Framing -Be Seen Looking

-Teacher Radar

-Teacher Getting Students' Attention

-Board expectations: Objective, -Distributing and Recovering Materials/Technology

(proximity, private individual correction,

-Least Invasive Interventions

anonymous whole group correction,

positive whole group correction)

Agenda, Assessment/Task/ Assignment Do Now,

ssue Consequences **Efficiently and** Respectfully Be the Classroom Leader

-1-2-3 Hand Signals: -Depersonalized -Incremental -Consistent -Quick

Bounce back statements help kids Blow-ups managed effectively get back on track -Whole-Class Reset (Do It Again)

-Clear "What to Do" (MVP) Directions

-Strong Voice (standstill, do not talk

with Bright Lines

over) and self-interrupt

Maintain High Expectations

-Cold Call

-Break it Down when an answer is wrong -No Opt-Out (always return to a student who refuses to answer or says IDK)

-Hold out for 100% correct (Right is (Rollback, tell where to look) Right)

·Maintain Emotional Constancy -- steady question (Stretch It, Universal Prompts). -Reward a good answer with a harder response to refusal, wrong answer, or

right answer

Academic Systems Increase Ratio with

- Everybody Writes -Increase "at-bats" -Turn and Talk -Wait time -Cold Call

-Change the Pace -Work the Clock -Pepper

> RIsk-taking, Normalize Error, Withhold -Create a Culture of Error: Praise the Answer and Manage the Tell

-Tracking of speaker encouraged

-Students refer to previous speaker

-Teacher uses mix of hands, cold call, turn-n-talk

-Students use evidence to support ideas

-CFU - make sure re-teach was effective using Show Me

-Stamp the Understanding: clearly state new learning -Give an immediate opportunity for revision

Facilitate Powerful Discourse

-Voice level enforced (command the room)

Students build on others' ideas

- Teacher uses universal prompts: say more, why, where in the text

modeling (teacher led) Show Call (purposeful display of Active Monitoring Phase 2: Respond -Plan the reteach: Guided Discourse (questioning), - -Use data to identify the misconception to Data Whole Class or Monitoring student work -Prioritize "watch list": give feedback quickly, leave student to work, -Prepare your pathway based on data (high, medium, low) (Do not -Name your Laps: Habits and Procedures, Content, Evidence of

-Use BPQs and quick feedback to stretch every learner

respond to hands)

-Note results on tracker

Revision

Active Monitoring Phase Independent Practice

Adam V. Milakofsky

Attachment H

1 Spring Road • Greenwich, CT 06830 (215) 327-0675 | amilakofsky@gmail.com

EXPERIENCE

THE HERITAGE GROUP

Indianapolis, IN 2017-PRESENT

Vice President, M&A

The Heritage Group is a privately held portfolio of companies focused on creating long-term value by building world-class businesses in its core industries of Environmental and Remediation, Specialty Chemicals and Fuel Products, and Construction and Materials.

- Lead internal M&A efforts focused on both new platform investments and add-on acquisitions for our operating companies
- Responsibilities include deal origination, financial modeling and analysis, company evaluation and diligence, oversight of confirmatory diligence process, transaction negotiation and execution, and integration
- Prepare and present detailed investment memos outlining business and industry overview, trends analysis, investment merits and risks, diligence findings, various cases (base, downside, upside) and related sensitivities, value creation plan, valuation, and returns
- Work closely with legal advisors on definitive documentation, including purchase agreements, incentive equity plans, LLC
 agreements, rep & warranty insurance policies, and key customer or supplier agreements
- Actively support the THG executive team in oversight of both our private and public portfolio companies
- Prepare and present other "pre-reads" to leadership team at THG and our companies

PRITZKER GROUP PRIVATE CAPITAL - PRINCIPAL, SERVICES TEAM

CHICAGO, IL

VICE PRESIDENT (2013–2015); SENIOR ASSOCIATE (2010-2012)

2010-2016

Pritzker Group Private Capital is a family office that invests in leading middle market businesses in the manufactured products, services and healthcare sectors. Served as a key deal team member on four platform acquisitions, two add-ons and multiple financings.

- Sourced investment in ENTACT by cultivating relationship with CEO over 9 months, which enabled us to preempt the sale process
- Managed all aspects of deal evaluation and execution including initial screening, investment committee memos, internal and external due diligence process, debt financing, and negotiation of purchase agreement and other ancillary documentation
- Participated in board meetings and worked closely with operating partners on value creation initiatives including strategic planning, budget review, operational metric development and add-on acquisition identification, analysis and execution
- Led proactive initiative within environmental services by establishing direct dialogue with management teams of target companies
- · Maintained active relationships with relevant investment bankers and executives in targeted industries and sub-sectors

NEW WORLD OPPORTUNITY PARTNERS (PRITZKER GROUP)

WASHINGTON, D.C.

Analyst

2006-2008

On behalf of Pritzker Group, New World Opportunity Partners made direct, private equity-like investments in publicly-traded microcaps

• Responsible for identifying and conducting diligence on new investment opportunities as well as monitoring holdings in the portfolio

- Supported activist campaign on Youbet, an online gaming company for which we assumed Board seats and replaced management
- Also made passive investments in several SaaS-based technology companies including LivePerson, RightNow, and Visual Sciences

SAVE DARFUR COALITION

WASHINGTON, D.C. 2004-2006

Operations Coordinator

Save Darfur Coalition is a nonprofit dedicated to raising awareness about the humanitarian crisis in Darfur

- Second employee of the organization at time of departure, team had grown to 15 (mix of full-time staff and interns/volunteers)
- Broad range of responsibilities including managing financial and legal records, hiring junior staff and overseeing online store

EDUCATION

KELLOGG SCHOOL OF MANAGEMENT | NORTHWESTERN UNIVERSITY

EVANSTON, IL 2008-2010

Masters of Business Administration, Finance (GPA: 3.76, GMAT: 730)

. 5.70, GMAI. 750)

Leadership: Orrington Tutoring Association, Jewish Business Association, PEVC Conference

DUKE UNIVERSITY

DURHAM, NC 2000-2004

Bachelor of Arts, Sociology (GPA: 3.82 (magna cum laude), SAT: 1510)

Leadership: Partners for Youth Tutoring Program, Undergraduate Admissions Advisory Council

COMMUNITY & PERSONAL

- Associate Board: Network for Teaching Entrepreneurship (NFTE)
- Kellogg Alumni Admissions Organization Prospective Candidate Interview Program
- Enjoy golf, skiing, Philadelphia sports, Game of Thrones and reading Oh, the Places You'll Go! to my two young children

Susan Appel

Susan Dansker Appel

4627 Boulevard Place Indianapolis, IN 46208

317.445.4523 sappel@theindylearningteam.org

Experience

The Indy Learning Team / Founder & Executive Director

Dec 2015 - PRESENT, Indianapolis

Provide access to evidence-based literacy instruction and training. Deliver grade level reading skills through execution of low-cost systematic programs, create workforce development opportunities and instill literacy resources in communities.

Boulevard Place Consulting / Founder

Jan 2011 - Jan 2017, Indianapolis

Designed and implemented social media and marketing programs for clients such as Roche. Including content creation, daily account management and social media strategic plan.

The Heavyweights / Senior Director of Client Services

Jun 2006 - Jan 2011, Indianapolis

Created and managed implementation of marketing program for IU Health network including hospital openings, service line patient acquisition programs and brand strategy

Weber Shandwick / Account Executive

2003 - 2006, Chicago

Implemented public relations programs for Harley-Davidson including 100th Anniversary, launch of Back to Nature Foods & Kraft Foods

Education

Stanford University Graduate School of Business / Executive

Program is Social Entrepreneurship

Feb 2018, Palo Alto

Indiana University, Kelley School of Business/ BS Marketing & Communications

1999 - 2003, Bloomington

University of Kent at Canterbury / Political Science

2001-2002, Canterbury, UK

Gloria Berlanga King

6931 Summerfield Dr. North Indianapolis IN 46214-1354 (317) 440.7224 mobile

<u>Summary</u>

Established bilingual professional who possesses expertise in the development and implementation of programs to serve the growing Latino population. Management background in health and social services and higher education. Demonstrated ability to manage a diverse professional staff, utilizing an effective leadership style to achieve established objectives. Possesses excellent communication and presentation skills with experience in grant writing and fundraising.

Education

B.S. Education	Indiana University	Bloomington IN	1973
M.S. Education	Indiana University	Indianapolis IN	1983
EdD Adult Education	Nova Southeastern University	Ft. Lauderdale FL	1996
Certified Diversity Executive	Society for Diversity	Indianapolis IN	2016

Personal Tools

- ♦Innovative and Creative
- ♦Strong Communication Skills
- ◆Design and Deliver Training
- ◆Experience in Recruiting Trainers/Instructors
- ◆Coaching and Counseling Skills

- ♦ Employee Relations
- ♦Manage Non-exempts and Exempts
- **♦**Budget Management Experience
- ◆Successful Track Record
- **♦**Customer Service Oriented

Employment History

September 2004 – Present Director Multicultural Affairs, Eskenazi Health

Lead the Department in providing language services for monolingual or limited English speaking patients. Lead 47 staff including one supervisor, one manager, twenty-four interpreters, bilingual advocates, translators, and grant funded education

programs.

March 2003 – Aug 2004 **Executive Director, El Centro Hispano**, Indianapolis IN.

Led organization dedicated to serving and caring for the

Hispano/Latino community in Greater Indianapolis by providing

access to essential health and social services.



Director of Instructional Support



317.389.0003



kellibethmarshall@gmail.com



Indianapolis, Indiana

EDUCATION

EdD/ Doctorate of Education in Leadership for Organizations

University of Dayton
Anticipated completion 2022

National Association of Principal

Supervisors

RELAY Graduate School

MS/Education Administration EPPSP #22

Butler University 2002-2004

BS/Elementary Education

Indiana University-Bloomington 1987-1991

ABOUT ME

Experienced school and systems leader with proven success in both the charter and public sector.

Change agent, innovator and educational enthusiast. Passionate about community and human capital development. Equally adept at strategic planning and tactical execution. Noted ability to inspire employee enthusiasm by effectively training, motivating, and developing both people and teams.

EXPERIENCE

DIRECTOR OF INSTRUCTIONAL SUPPORT

INSTRUCTION PARTNERS / February 2019-present

Support a portfolio of local schools to improve instruction in core academic subjects and support student growth. - Facilitate instructional reviews to diagnose needs and develop a comprehensive sense of school partners, approaches, assets and needs. - Work closely with small districts to develop actions plans in line with their values and resources to support instructional improvement. - Connect districts to resources, information and research from within the network and across the sector to help solve targeted instructional challenges. Serve as the primary point of contact to answer districts questions and help locate key resources and information.

- Oversees a team of content coaches in supporting and building instructional capacity in school leaders
- Manages all contract services with partners
- Serves as primary lead in communication and scheduling of all support services with contracted partners

CEO/SUPERINTENDENT

TINDLEY ACCELERATED SCHOOLS / 2015-2018

Overseer of the daily operations and the long-range planning of the district's six schools and 1700+ students. Served as the point person for all district matters- Primary supervisor of school principals and district staff- Worked collaboratively with school board members to manage fiscal operations and facilitate strategic planning to monopolize on district strengths and priorities

CENTER FOR LEADERSHIP DEVELOPMENT / 2015

CEO/SUPERINTENDENT

TINDLEY ACCELERATED SCHOOLS / 2015-2018

Overseer of the daily operations and the long-range planning of the district's six schools and 1700+ students. Served as the point person for all district matters- Primary supervisor of school principals and district staff- Worked collaboratively with school board members to manage fiscal operations and facilitate strategic planning to monopolize on district strengths and priorities

FOUNDING PRINCIPAL

TINDLEY COLLEGIATE ACADEMY FOR GIRLS / 2012-2015

Assumed all duties and responsibilities relative to academics, operations and charter management- Successfully managed a school of 300+ scholars, sustaining positive academic results, being named as one of the top ten performing charter schools in the Indianapolis Mayor's portfolio

ASSISTANT PRINCIPAL OF CULTURE

CHARLES A. TINDLEY ACCELERATED SCHOOLS / 2011-2012

Assumed all duties and responsibilities relative to student culture and discipline. Supported in the hiring and coaching and evaluation of staff

PRINCIPAL

INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL / 2008-2011

Assumed all duties and responsibilities relative to academics, operations and charter management- Successfully managed a school of 600+ scholars, sustaining positive academic results, being awarded the 2010 network Founders Award

PRINCIPAL

Indianapolis Public Schools-Elder Diggs #42 / 2006-2008

Assumed all duties and responsibilities relative to academics, operations and Title I management- Successfully managed a school of 300+ scholars, sustaining positive student outcomes- Participant on the Assistant Superintendent's Advisory Board for the *Over-Under* program

ASSISTANT PRINCIPAL

Indianapolis Public Schools-Emma Donnan #72 /2005-2006

Shared in the responsibility of coaching and evaluating teachers and the organizing of student transportation-Successfully planned and facilitated staff professional development in support of the district's adoption of new curriculum

TITLE I COORDINATOR / TEACHER / COACH

Indianapolis Public Schools-Clarence Farrington #61/2003-2005

Facilitated all Title 1 compliance items in alignment with the Department of Education-Developed and administered monthly benchmark assessments-Participated on the NCA/ School Improvement Team-Facilitated staff professional development-Coordinated the roll-out and implementation of the *Read 180* program

TEACHER/ "SUCCESS FOR ALL" FACILITATOR

Mayor Hogsett,

I am honored and humbled to be serving as Chair of the Board of Promise Prep.

Per your request, this memorandum highlights the experience I would bring to the board and indicates any potential conflicts of interest I might have.

<u>Education:</u> I hold a B.A. from Duke University and an MBA form Northwestern University's Kellogg School of Management.

<u>Professional Experience:</u> for the past 15 years, I have served as an investment professional in both the public and private markets. From 2006-2016 I worked for Pritzker Group, a private investment firm that invests on behalf of J.B. and Tony Pritzker. Since 2017 I have worked as an M&A professional for The Heritage Group, an Indianapolis-based family business that over the past 90 years has built a diverse set of prominent, growth-oriented private and public companies.

<u>Value Add to Promise Prep:</u> While I do not have direct experience working in the education sector, I believe I can add value as a Board Chair due to my experience with (i) financial modeling and analysis, (ii) legal documentation and related matters, and (iii) serving as a Board observer of public and private companies. I believe this skill set is complementary to other Board members who have deep knowledge and domain expertise within the education industry, and can help us create a Board and school with diversity of thought and experience.

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:

Phone: (215) 327-0675

Email: amilakofsky@thgrp.com

Sincerely,

Adam V. Milakofsky

Mayor Hogsett,

I am honored to be serving on the board of Promise Prep.

Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

I hold a B.S from Indiana University Kelley School of Business Bloomington IN and Executive Certificate in Social Entrepreneurship from Stanford University. I worked in public relationship for some of the nations' largest companies including Kraft Foods and Harley-Davidson before founding and serving as Executive Director of The Indy Learning Team with the mission to create opportunity through access to literacy. The Indy Learning Team partners with community centers and preschools to end the cycle of low literacy levels. I also am a founding member of The Right Ventures providing access to capital through microloans.

With my knowledge of access as well as background in literacy, I am confident in my ability to meaningfully contribute to the governance of Promise Prep.

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:

Phone: 317.445.4523

Email: sappel@theindylearningteam.org

Sincerely,

Susan Appel

Mayor Hogsett,

I am honored to be serving on the board of Promise Prep.

Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience: I hold a B.S and M.S. in education from Indiana University Bloomington IN and the downtown campus of IUPUI. I also hold an EdD, a doctorate in adult education and am a Certified Diversity Executive (CDE). I have served as the Director of Multicultural Affairs providing language services to the hospital through the department with fifty-eight staff. Among them include interpreters, translators, administrative staff and four of them work on two different grants. I have taught in the IPS school system as well as in Decatur Township.

Knowledge: Aside from providing instruction for third and first graders, I have provided tutoring for adult learners as part of a community program and in a manufacturing firm as part of a college partnership and represented the college as their instructional designer and curriculum planner. I have served on several boards throughout the city as a member and as a chair or co-chair.

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:

Phone: 317.880.4990

Glaria King

Email: Gloria.King@eskenazihealth.edu

Sincerely,

Mayor Hogsett,

I am honored to be serving on the board of Promise Prep.

Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:

I hold a B.S in Elementary Education from Indiana University- Bloomington IN. I received my M.S. in Education Administration from Butler University and have completed educator training from the Relay Graduate School. As a seasoned educator of 27 years, I have served in a variety of capacities in both the traditional public and charter sector. Most recently, I was the CEO/Superintendent of the Tindley Accelerated network after transitioning from building administrator. Currently, I am the Chief Academic Officer of Indiana for GEO Academies and the Head of School of GEO Next Generation High School, scheduled to open in the Fall of 2020.

Knowledge:

Having served as a successful building administrator, I bring an understanding of both high-quality instruction as well as what is necessary to establish a nurturing culture of development for both staff and students. My educational training and experience in instruction compliments an ability to analyze and desegregate data to drive instructional improvement. Having served as a superintendent, I also have knowledge of general budgeting as well as all state and federal requirements associated with operating a school.

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:

Phone: 317.389.0003

Email: kmarshall@geoacademies.org

Respectfully,

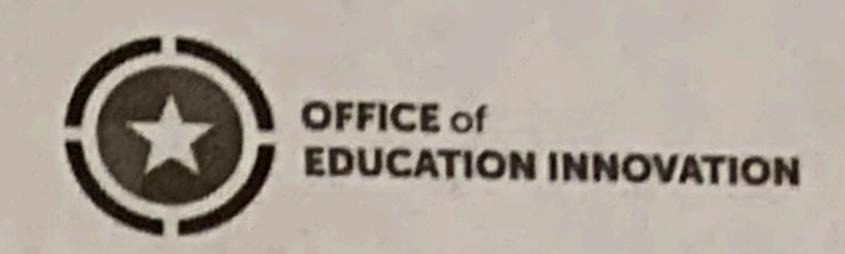
Kelli B. Marshall GEO Academies- CAO of Indiana Head of School- GEO Next Generation High School



This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. For board members or spouses with multiple employers, professional practices, corporations, etc., add additional lines as necessary.

- I, Adam Milakofsky, the undersigned, certify the following:
- 1. The role I am seeking is **Chair of the Board**, **Promise Prep**.
- 2. The name of my spouse was Allison Milakofsky.
- 3. The name of my employer and the nature of its business was **The Heritage Group**, a privately held portfolio of companies in the core industries of Environmental and Remediation, Specialty Chemicals and Fuel Products, and Construction and Materials.
- 4. The name of the employer of my spouse and the nature of its business was **Danone**, a global food company with four business lines: Essential Dairy and Plant-Based Products, Early Life Nutrition, Waters and Medical Nutrition.
- 5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was **Not Applicable**
- 6. If I operated a professional practice, the name of the professional practice and the nature of its business was **Not Applicable**
- 7. If I was a member of a partnership, the name of the partnership and the nature of its business was **Not Applicable**
- 8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was **Not Applicable**.
- 9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was **Not Applicable**
- 10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was **Not Applicable**.
- 11. If I was an officer of a director of a corporation (other than a church), the name of the corporation and the nature of its business was **Not Applicable**.
- 12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was **Not Applicable**.

I, the undersigned, affirm that the information in the	ais Statement of Economic Interests is true and
complete/ Alan V. Milakotsky	
Signature and Printed Name	
1/27/2020	
Date	



This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. For board members or spouses with multiple employers, professional practices, corporations, etc., add additional lines as necessary.

I, [Name of board member], the undersigned, certify the following:
1. The role I am seeking is Promise Academy Board member.
2. The name of my spouse was Andriw Appl
3. The name of my employer and the nature of its business was
The Indy Learning Team, non-port
4. The name of the employer of my spouse and the nature of its business was
- Angory + Appel Insurance.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was
6. If I operated a professional practice, the name of the professional practice and the nature of its business
was
7. If I was a member of a partnership, the name of the partnership and the nature of its business was
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business
was
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was
1. If I was an officer of a director of a corporation (other than a church), the name of the corporation and the nature of its business was
2. If my spouse was an officer or a director of a corporation (other than a church), the name of the
orporation and then nature of its business was <u>Firigery</u> + Appel InSizence
the undersigned, affirm that the information in this Statement of Economic Interests is true and
omplete. Susen Appel
ignature and Printed Name
1/30/2020



This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. For board members or spouses with multiple employers, professional practices, corporations, etc., add additional lines as necessary.

- I, [Name of board member], the undersigned, certify the following:
- 1. The role I am seeking is **that of Board of Directors**.
- 2. The name of my spouse was **NA**.
- 3. The name of my employer and the nature of its business was: **Eskenazi Health my current employer**.
- 4. The name of the employer of my spouse and the nature of its business was NA.
- 5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was **NA**.
- 6. If I operated a professional practice, the name of the professional practice and the nature of its business was **NA**.
- 7. If I was a member of a partnership, the name of the partnership and the nature of its business was **NA**.
- 8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was **NA**.
- 9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was **NA**.
- 10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was **NA**.
- 11. If I was an officer of a director of a corporation (other than a church), the name of the corporation and the nature of its business was **NA**.

Gloria King

12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was \underline{NA} .

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Gloria King

Signature and Printed Name

January 29, 2020

Date



This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. For board members or spouses with multiple employers, professional practices, corporations, etc., add additional lines as necessary.

- I, Kelli B. Marshall, the undersigned, certify the following:
- 1. The role I am seeking is General Board Member.
- 2. The name of my spouse is Dale Marshall
- 3. The name of my employer and the nature of its business was GEO Academies- Charter School Network.
- 4. The name of the employer of my spouse and the nature of its business was Indianapolis Metropolitan Police Department
- 5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was (N/A).
- 6. If I operated a professional practice, the name of the professional practice and the nature of its business was (N/A).
- 7. If I was a member of a partnership, the name of the partnership and the nature of its business was (N/A).
- 8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was(N/A)
- 9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was (N/A)
- 10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was (N/A)
- 11. If I was an officer of a director of a corporation (other than a church), the name of the corporation and the nature of its business was CEO of Tindley Accelerated Schools.
- 12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was(N/A)

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

B. Mass kell

Signature and Printed Name

1-31-2020

Date

MYCHAEL T. SPENCER

8742 N. Deer Crossing Boulevard, McCordsville, IN 46055 | C: 317-362-4858 | mychael.spencer@gmail.com

Professional Experience

Managing Director, Development Teach For America Indianapolis

07/2019 to Current Indianapolis, IN

- Design strategy and manage execution of state level funding communication and relationships
- Regularly assess and report on team-wide progress to goals, identify what is driving and impeding progress, and developing solutions to address gaps and adjust course as necessary
- Manage and professionally develop a successful development team
- Oversee Board of Directors involvement in development initiatives
- Inform the strategic direction of TFA-Indy as one of the senior-most leaders of the region and member of Leadership Team

Adjunct Instructor / Portfolio Coach

12/2017 to Current

Johns Hopkins University, School of Education

Indianapolis, IN

- Assess candidates' portfolios, both initial drafts and final submissions.
- Build relationships with assigned master's degree candidates.
- Provide a rubric markup, scoring, and written feedback for initial submissions of each portfolio section. Feedback must be
 timely, thorough, and thoughtful, so that candidates know what revisions are necessary to demonstrate proficiency according
 to the portfolio rubric.
- Participate actively in ongoing professional development, norming, and training sessions throughout the semester.

Principal MSD of Warren Township

07/2016 to 07/2019

Indianapolis, IN

- Responsible for managing and overseeing all functions of the individual school site including all aspects of the instructional program, school environment, and the operational and fiscal health of the school.
- Develop and implement plans to increase student achievement and teacher effectiveness
- Coach and Lead a team of approximately 60 certified and classified staff members
- Communicate effectively with community and district stakeholders to provide additional curricular and extracurricular opportunities for students.
- Direct and maintain records on the materials, supplies and equipment, which are necessary to carry out the daily school routine.
- Select and mentor a highly quality school staff through professional development, formal, and informal observation

Assistant Principal George Washington Community High School

07/2015 to 07/2016

Indianapolis, IN

- Coached and led a team of approximately 20 teachers within the math, science, and elective departments
- Coordinated and monitored extracurricular and student activities
- Purposefully reviewed weekly lesson plans and provide differentiated feedback around rigor, student engagement, and differentiation.
- Designed and Implemented restorative justice and positive discipline systems
- · Worked collaboratively with community stakeholders to provide additional opportunities for students.

Science Teacher Thomas Carr Howe Community High School

07/2013 to 07/2015 Indianapolis, IN

- Led, coached, and mentored a team of freshman academy teachers
- Investigated and assigned appropriate sanctions for student disciplinary referrals
- Conducted frequent walk-throughs to provide academic and cultural feedback and support to teachers
- Developed and implemented academy-wide Positive Behavior Interventions & Supports (PBIS)
- Designed and facilitated new science curriculum that contributed to over 200% growth in proficiency.
- Reviewed consistent feedback on lessons plans to increase student academic achievement.

Education and Training

Doctor of Education: Educational Leadership & Administration (Anticipated)

Ball State University

Muncie, IN

Master of Education: Educational Leadership & Administration

Columbia University

New York City, NY

Master of Arts: Secondary Education & Teaching

Marian University

Indianapolis, IN

Bachelor in Science: Biology (Minors in Chemistry & Sociology)

Indiana University

Bloomington, IN

Community Involvement

100 Black Men of Indianapolis, Inc.

Chair, Beautillion Militaire Scholarship Program

Big Brothers Big Sisters of Central Indiana

Big Brother / Mentee

Board of Directors
Promise Prep, Inc.
1630 N. Meridian Street, Suite 450
Indianapolis, IN 46202

May 11th, 2020

To Whom It May Concern,

I am honored to serve on the board of Promise Prep, Inc.

Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Over the last several years, I have served as a K-12 educator in a variety of different capacities. I began as a high school STEM teacher within the IPS district, before becoming a dean, assistant principal, and principal. My experience working with a variety of different stakeholders to positively shift a school culture as well as improve systems to ensure that students were receiving the best education possible, I believe positions me well to serve on this board.

I believe that my knowledge with instructional leadership, hiring and retaining highly effective staff, and responsibly managing financials will enable me to meaningful contribute to the governance of Promise Prep.

At the time of my appointment as a director of the board of Promise Prep, I will also be serving as the Managing Director of Business Operations at KIPP Indy Schools. I do not believe that this will pose a conflict of interest I might have in fulfilling this board role.

Sincerely,

Mychael T. Spencer, Ed.S.



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, Mychael T. Sporce the undersigned, certify the following:
1. The role I am seeking is
2. The name of my spouse was N/A
3. The name of my employer and the nature of its business was Teach For America - Indianapolis / Ed. Non-Profit.
4. The name of the employer of my spouse and the nature of its business was
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was
6. If I operated a professional practice, the name of the professional practice and the nature of its business
was N/P
7. If I was a member of a partnership, the name of the partnership and the nature of its business was
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business
was NIA
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its pusiness was
11. If I was an officer of a director of a corporation (other than a church), the name of the corporation and the nature of its business was
2. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was
t, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete. Mychael T. Spon cov
Signature and Printed Name 5/11/20
Date



PROFILE OVERVIEW

Experienced attorney at AMLAW 50 firm representing clients in environmental, litigation, transactional, and regulatory matters. Analytical advisor with strong intuitive decision-making and problem-solving skills and communication skills. Able to engage clients at all levels of business, engendering trust and confidence.

Philanthropic leader with deep ties to an array of diverse communities. Passionate about creating new and impactful experiences for otherwise marginalized or disengaged demographics. Believer in the power of the arts to unite, inspire, educate and motivate.

Superpowers include being able to converse with (almost) anyone, talking people "off the ledge," and staying calm in stressful situations.

CONTACT

DIRECT: 317-237-1350

WEBSITE:

www.faegredrinker.com

EMAIL:

Julian.Harrell@faegredrinker.com

HOBBIES

Writing poetry & hip-hop Collecting vinyl

JULIAN E. HARRELL

FNVIRONMENTAL ATTORNEY / COMMUNITY LEADER

EDUCATION

Robert H. McKinney School of Law - Indianapolis

August 2008 - May 2012

Juris Doctorate – concentration in environmental law and civil rights Graduated in top 33%

DePauw University

August 2004 - May 2008 Bachelor of Arts - History Major

WORK EXPERIENCE

Faegre Drinker: Attorney

November 2015-Present

Advise and defend Fortune 500 clients in complex environmental litigation, commercial transactions (commercial real estate, M&A, and brownfields redevelopment) and regulatory enforcement matters. Representative matters include managing environmental risk for multiple \$100+ million real estate developments and defending enforcement actions under Clean Water Act, CERCLA, RCRA and state corollaries

Taft: Attorney

September 2012-November 2015

VOLUNTEER EXPERIENCE

Promise Prep Academy: Founding Board Member

January 2020-Present

Indiana Repertory Theatre: Board Member

October 2019-Present

Indianapolis bar Foundation: Board Member

October 2019-Present

Marion County Bar Association: Member & Past President (2019)

September 2012-Present

Sapphire Theatre Co.: Past Board Chair / Current Emeritus Member

2014-Present





Julian E. Harrell Associate julian.harrell@faegredrinker.com +1 317 237 1350 direct +1 317 614 5637 mobile Faegre Drinker Biddle & Reath LLP 300 North Meridian Street, Suite 2500 Indianapolis, Indiana 46204 +1 317 237 0300 main +1 317 237 1000 fax

May 9, 2020

Mayor Joseph H. Hogsett Office of the Mayor of Indianapolis 200 E. Washington Street, Suite 2500 Indianapolis, IN 46204

Mayor Hogsett:

As a proud board member of Promise Prep, it is a pleasure to write to you on the organization's behalf.

Per your request, this memorandum letter details my experience, insight and knowledge that I will bring to Promise Prep's board. This communication also serves to confirm that I am not aware of potential conflicts of interest associated with my board service.

Overall, I have a unique understanding of the power of education to transform lives. Between the ages of 7 and 14, I lived in a household ravaged by domestic violence, alcoholism, poverty and instability. Despite these turbulent, unenviable circumstances, I found a potential 'way out' through academic determination. However, if it were not for key mentors, educators and sponsors at each critical junction of my academic career, I would not have enjoyed the same transformation. This truth permeates the passion that I bring when serving organizations like Promise Prep that are positioned to operate as change agents in hardest hit communities.

In my experience, "personal hard work + external investment = transformation over time." Promise Prep is poised to implement and catalyze this formula for transforming lives. This is evident from Geoff's dynamic and magnetic leadership, Promise Prep's mission and vision, and the key support from community leaders and stakeholders that surround Promise Prep.

I would like to personally thank you for your and the City's support in this endeavor. I am also available at your convenience to offer further support for Promise Prep.

📕ian E. Harrell

PROFESSIONAL ASSOCIATIONS

- National Bar Association
- Marion County Bar Association
- Indianapolis Professional Association
- Indianapolis Bar Association

PROFESSIONAL PUBLICATIONS / PODCASTS

- Environmental Agencies Adopt Regulatory Flexibility in Response to COVID-19
- CPP vs. ACE A Case Study of Administrative 'Parenting Styles'
- Obama EPA Rules for Water Infrastructure Subsidies Survive Freeze as Deadline for Application Looms
- The EPA Reveals National Enforcement Initiatives Ahead of 2016 Election
- Faegre Drinker Notice & Comment Podcast (Host)

SKILLS

- Relationship Management
- Risk Management
- Business Development
- Strategic Planning

HONORS & AWARDS

- Indiana Super Lawyers Rising Stars, Environmental (2017 2020)
- Indianapolis Bar Association Bar Leader Series Alumnus
- International Center Leadership Across Cultures Alumnus



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- I, Julian Harrell the undersigned, certify the following:
- 1. The role I am seeking is Board Member.
- 2. The name of my spouse was N/A.
- 3. The name of my employer and the nature of its business was Faegre Drinker Biddle & Reath LLP / Law.
- 4. The name of the employer of my spouse and the nature of its business was N/A.
- 5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was N.A.P. LLC / Music production.
- 6. If I operated a professional practice, the name of the professional practice and the nature of its business was N/A.
- 7. If I was a member of a partnership, the name of the partnership and the nature of its business was N/A.
- 8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was N/A.
- 9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was N/A.
- 10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was N/A. 11. If I was an officer of a director of a corporation (other than a church), the name of the corporation and the nature of its business was N/A.
- 12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was N/A.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Signature and Printed Name

Date

Geoffrey E. Fenelus

7826 Somerset Bay, Apt. D, Indianapolis, Indiana 46240, 347-752-0044, gfenelus@themindtrust.org

Education

Long Island University, Brooklyn, NY

June 2011 to July 2013

Master of Science in Education, Teaching Urban Adolescents with Disabilities (Grades 7-12, Social Studies)

Wheaton College, Norton, MA Bachelor of Arts in Economics August 2005 to May 2009

Certification

Teaching Urban Adolescents with Disabilities (**Grades 5-9 & 7-12**) **Initial Certificate**, Granted September 1, 2014 by the New York State Department of Education

Teaching Experience

Experience

The Mind Trust, Innovation Fellow

July 2019 to Present

• The Innovation School Fellowship was created in 2014 in partnership with Indianapolis Public Schools and the Mayor's Office to launch Innovation Network Schools within Indy's largest district. As a fellow I have the unprecedented opportunity to launch schools that have the freedoms and flexibilities of charter schools and the financial support and services of a district school, including a school building at little to no cost.

PAVE Red Hook Middle School, Principal

June 2017 to July 2019

- Manage and supervise 25 direct reports including Deans, teacher and support staff
- Provide professional development for teachers in mathematics (algebraic thinking and concepts) and english (reading comprehension and writing)
- Implement systems and strategies to maximize teacher and student achievement
- Supervise and coach Deans and teachers by implementing precise instructional systems, visiting classrooms to observe instruction, modeling effective instructional practices, providing support, and giving feedback

Success Academy Bronx 1 Middle School, Assistant Principal

July 2016 to July 2017

- Manage and supervise 11 direct reports including lead and associate teachers (math, history, and 5th grade)
- Provide professional development for teachers in mathematics (algebraic thinking and concepts) and history (reading comprehension and writing)
- Implement systems and strategies to maximize teacher and student achievement
- Deliver curriculum objectives and planning meetings
- Develop methods to maintain high employee retention rate and satisfaction

Relay Graduate School of Education, Adjunct Professor

- Teach graduate students in GSE Masters in Education Leadership
- Manage class syllabus and ensure that the syllabus meets department and college standards
- Plan, practice and creating lectures, in-class discussions and assignments
- Grade assigned papers and projects
- Collaborate with colleagues on course curriculum

Bushwick Ascend Middle School, Dean of Students

July 2015 to July 2016

- Oversee the implementation of school wide systems and procedures
- Observe and mentor instructional staff to ensure that teaching is at all times intentional, engaging, and rigorous.
- Lead, plan and execute whole school professional development sessions

Hyde School, Dean of Students & World History Teacher, Woodstock, CT July 2013 to June 2015

- Lead and organize weekly faculty meetings and professional developments
- Collaborate with Head of School to implement programs that develop school culture
- Manage team of 6 faculty and staff members in the Dean's office, including planning and facilitating daily team meetings
- Communicate with faculty, parents and students
- Oversee the follow-up and student accountability for all disciplinary issues on campus
- Observe and provide specific, actionable feedback to faculty members twice per trimester on their teaching performance and lesson plans
- Use data to identify trends in student performance and behavior and implement performance interventions and support structures to ensure student improvement
- Design and develop World History curriculum for diverse learners
- Lead an academic advisory group of 9 students and facilitate family education program

Fort Greene Preparatory Academy 8th Grade History & Health Teacher, Brooklyn, NY July 2011 to 2013

- Provide instruction in history and health to 94 8th grade students including ELL students and students with IEP's
- Plan and facilitated lessons and activities for explicit character development inside and outside the classroom
- Chair History Department: oversaw History curriculum development for all grade levels and led History department meetings
- Collaborate with colleagues in history, ESL and Special Education departments, and grade level to assess and evaluate students' performance and instructional needs
- Collaborate with families and support staff to assess students' behavioral and academic needs
- Create individualized educational plan for 30 students with specific and attainable goals
- Attend numerous professional development workshops on topics included but not limited to: Special Education Reform, Differentiation, Data Planning, Classroom Management and Kagan

Professional Development, Specialized Training and Other Experience

Relay Graduate School of Education, National Principal Academy Fellowship July 2017-May 2018

• Participate in Fellowship program that prepare principals to become strong instructional and cultural leader **New York City Teaching Fellows,** Teacher June 2011-2013

• Participate in full time pre-service training, attended university coursework, and participated in small-group instructional session

LIU Teaching Fellows Steering Committee, Volunteer

September 2011-2013

- Analyze data toward the improvement New Teacher support services.
- Collaborate with representatives of LIU School of Education faculty, staff, administrators and field consultants.

Mayor Joseph H. Hogsett

Office of the Mayor of Indianapolis

200 East Washington Street, Suite 2500

Indianapolis, Indiana 46202

Mayor Hogsett,

I am honored to be the founding Executive Director of Promise Prep.

Per your request, this memorandum highlights the knowledge and experience I would bring to

the board and indicates any potential conflicts of interest I might have.

Experience:

I have served in numerous school leadership roles in underserved communities. Most recently, as

a turnaround principal where I lead a school transformation effort to shift the academic and

school culture. I am a graduate of Relay Graduate School of Education's National Principals

Academy Fellowship, College of Saint Rose Principal Certification program, and hold a

certification in Teaching Urban Adolescents with Disabilities from the New York State

Department of Education, an M.S. in Education from Long Island University, and a B.A. in

Economics from Wheaton College.

Knowledge:

Having served as a successful school leader, I bring an understanding of establishing a culture of

high expectations, exposure to high-quality instruction, staff development, community

engagement and operational aspects such as budgeting, human resources, and state compliance.

Should you have any additional questions, please don't hesitate to contact me at:

Phone: 347-752-0044

Email: Gfenelus@themindtrust.org

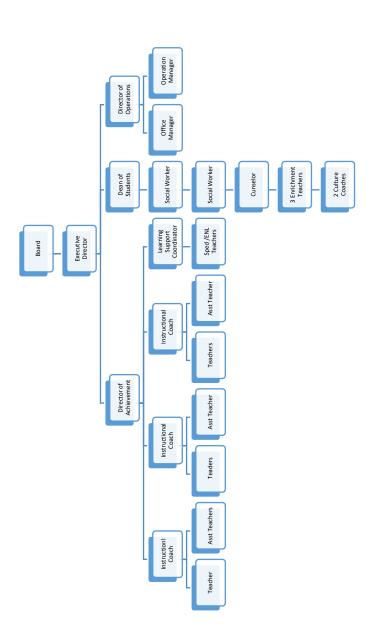
Sincerely,

Geoffrey Fenelus



This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. For board members or spouses with multiple employers, professional practices, corporations, etc., add additional lines as necessary.

I, (-reoffrey For V) the undersigned, certify the following:
1. The role am seeking is Exceptive Director.
2. The name of my spouse was Ava Terelus .
3. The name of my employer and the nature of its business was
4. The name of the employer of my spouse and the nature of its business was
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was
6. If I operated a professional practice, the name of the professional practice and the nature of its business was
7. If I was a member of a partnership, the name of the partnership and the nature of its business was
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was
11. If I was an officer of a director of a corporation (other than a church), the name of the corporation and the nature of its business was N/q .
the nature of its business was 12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was
I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.
Signature and Printed Name
2/5/2020
Date /



Attachment M

Approved and Filed 201911141357172/8437451 Filing Date: 11/15/2019 Effective: 11/14/2019 11:34 CONNIE LAWSON Indiana Secretary of State

ARTICLES OF INCORPORATION



PROMISE PREP, INC.

<u>OF</u>

The undersigned Incorporator, desiring to form a corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby executes the following Articles of Incorporation:

ARTICLE I

Name

The name of the Corporation is Promise Prep, Inc.

ARTICLE II

Purposes

This Corporation is a public benefit corporation that shall be organized and operated exclusively to conduct, support, encourage, and assist such educational, charitable, scientific, and other programs and projects as are described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code"). In furtherance of such purposes, the Corporation's specific purposes shall include, but not be limited to, operating one or more charter schools or innovation network charter schools pursuant to Indiana Code, Title 20, Articles 24 or 25.7, or corresponding provisions of any subsequent Indiana statutes governing charter schools or innovation network schools.

N SEC OF STATE RCVD NOV 14'19 AM11:34

ARTICLE III

Powers

Notwithstanding any other provision of these Articles of Incorporation, neither the Board of Directors nor the Corporation shall have the power or authority to do any act that will prevent the Corporation from being an organization described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2). Subject to the foregoing statement, and subject to and in furtherance of the purposes for which it is organized, the Corporation shall possess, in addition to the general rights, privileges, and powers conferred by the Act or by other law, the following rights, privileges, and powers:

Section 1. To indemnify any person against liability and expenses, and to advance the expenses incurred by such person, in connection with the defense of any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise, and whether formal or informal, to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law.

<u>Section 2</u>. To cease its activities and to dissolve and surrender its corporate franchise.

ARTICLE IV

Period of Existence

The period during which the Corporation shall continue is perpetual.

ARTICLE V

Initial Registered Agent and Initial Registered Office

Section 1. The name, address, and email address of the initial registered agent in charge of the Corporation's initial registered office are Geoffrey E. Fenelus; 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202; and gfenelus@themindtrust.org.

Section 2. The street address of the initial registered office of the Corporation is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

Section 3. The undersigned hereby represents that the registered agent named in this Article has consented to the appointment of registered agent.

ARTICLE VI

Incorporator

The name of the Incorporator of the Corporation is Geoffrey E. Fenelus, and the address of such Incorporator is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

ARTICLE VII

Members

The Corporation shall not have "members" as that term is defined in the Act. The Corporation may, upon the resolution of the Board of Directors, designate as "members" certain individuals, corporations, or other associations and organizations who satisfy certain criteria established by the Board of Directors and who support the purposes and programs of the Corporation. Such designation shall carry no legal significance under the Act and shall not entitle such "members" to any vote on Corporation matters or to attendance at Corporation meetings.

ARTICLE VIII

Directors

The exact number of directors of the Corporation shall be specified in or fixed in accordance with the Bylaws of the Corporation at a number no smaller than three (3).

ARTICLE IX

Election or Appointment of Directors and Initial Board of Directors

The directors of the Corporation, other than the members of the initial Board of Directors, shall be elected and/or appointed in the manner and for terms as specified in or fixed in accordance with the Bylaws of the Corporation. The names of the members of the initial Board of Directors, each of whom shall serve until the date next to his or her name and until his or her successor is elected and qualified, and each of whom shall have the address of 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202, are as follows:

Susan Appel	(June 30, 2020)
Gloria King	(June 30, 2020)
Kelli Marshall	(June 30, 2023)
Adam Milakofsky	(June 30, 2023)

ARTICLE X

No Private Inurement

None of the Corporation's net earnings shall inure to the benefit of any private individual.

ARTICLE XI

Regulation of Corporate Affairs

The affairs of the Corporation shall be subject to the following provisions:

Section 1. The Corporation shall admit to the charter or innovation network school or schools that it operates (the "School") students of any race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, and ancestry to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The Corporation and the School it operates shall not discriminate on the basis of race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, or ancestry (or any other characteristics or

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categories prohibited under federal, state, or local law) in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other School-administered programs.

Section 2. The Corporation shall comply with all Indiana laws applicable to charter schools or innovation network charter schools, as applicable, including (but not limited to) the following provisions of the Indiana Code ("IC"), or corresponding provisions of subsequent Indiana law:

- (a) IC 5-14-1.5, et seq. (Indiana's Open Door Law);
- (b) IC 5-14-3-1, et seq. (Indiana's Access to Public Records Act);
- (c) IC 20-24-6 (employment of teachers and other personnel in charter schools);
- (d) IC 20-24-8-5 (statutes applicable to charter schools);
- (e) IC 20-25.7-4-10 (public meeting requirements); and
- (f) IC 20-28-11.5 (staff performance evaluations).

Section 3. Notwithstanding any other provision of these Articles of Incorporation, if for any taxable year the Corporation is deemed a "private foundation" described in Code section 509(a), the Corporation's income shall be distributed at such time and in such manner as not to subject the Corporation to the tax imposed by Code section 4942.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, if at any time the Corporation is deemed a "private foundation" described in Code section 509(a), the Corporation shall not:

- (a) Engage in any act of self-dealing as defined in Code section 4941(d);
- (b) Retain any excess business holdings as defined in Code section 4943(c);
- (c) Make any investment in such manner as to subject the Corporation to tax under Code section 4944; or
- (d) Make any taxable expenditure as defined in Code section 4945(d).

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Section 5. Neither the Board of Directors nor the Corporation shall have power or authority to do any act that will prevent the Corporation from being an organization described in Code section 501(c)(3).

Section 6. Except as otherwise permitted by Code section 501(h), no substantial part of the activities of the Corporation shall be or consist of carrying on propaganda, or otherwise attempting, to influence legislation.

Section 7. The Corporation shall not participate or intervene in (including the publishing or distributing of any statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 8. Subject to the provisions of these Articles of Incorporation and applicable law, the Board of Directors shall have complete and plenary power to manage, control, and conduct all the affairs of the Corporation.

Section 9. The power to make, alter, amend, and repeal the Corporation's Bylaws shall be vested in the Board of Directors.

Section 10. No director of the Corporation shall be liable for any of its obligations.

Section 11. Meetings of the Board of Directors may be held at any location, either inside the State of Indiana or elsewhere.

Section 12. All parties dealing with the Corporation shall have the right to rely upon any action taken by the Corporation pursuant to authorization by the Board of Directors by resolution duly adopted in accordance with the Corporation's Articles of Incorporation, Bylaws, and applicable law.

<u>Section 13</u>. The Board of Directors may from time to time, in the Bylaws of the Corporation or by resolution, designate such committees as the Board of Directors may deem desirable for the furtherance of the purposes of the Corporation.

ARTICLE XII

Dissolution of the Corporation

Upon the dissolution of the Corporation, the Corporation's assets and funds shall be disposed in the following order of priority:

- (a) First, to satisfy outstanding payroll obligations to employees of the Corporation;
- (b) Second, to creditors of the Corporation for outstanding liabilities;
- (c) Third, to satisfy any outstanding debt to the Indiana common school fund;
- (d) Fourth, to return any remaining funds received from the Indiana Department of Education (the "Department") to the Department not more than thirty (30) days after dissolution; and
- (e) Fifth, to one (1) or more organizations that have been selected by the Board of Directors, that are organized and operated for educational purposes substantially the same as those of the Corporation, and that are described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2).

If the assets of the Corporation are insufficient to pay all parties to whom the Corporation owes compensation under provisions (a) through (c) in this Article XII, the priority of the distribution of assets may be determined by a Judge of the Circuit or Superior Court of Marion County, Indiana (the "Court"). If any assets remain after distribution as outlined above, they shall be disposed of by the Court exclusively for such purposes and to such organization(s) as the Court shall determine, which are organized and operated exclusively for such purposes.

Approved and Filed 201911141357172/8437451 Filing Date: 11/15/2019 Effective::11/14/2019 11:34 CONNIE LAWSON Indiana Secretary of State

IN WITNESS WHEREOF, the undersigned Incorporator of the Corporation hereby adopts these Articles of Incorporation and presents them to the Secretary of State of the State of Indiana for filing and verifies and affirms, subject to penalties of perjury, that the representations contained herein are true, this 13 day of 100 mbs 2019.

Geoffrey E. Fenelus, Incorporator

This instrument was prepared by Jacqueline Pimentel-Gannon, Attorney at Law, Faegre Baker Daniels LLP, 300 N. Meridian St., Ste. 2700, Indianapolis, Indiana, 46204.

BYLAWS

<u>OF</u>

PROMISE PREP, INC.

<u>ARTICLE I</u>

General

Section 1. Name. The name of the corporation is Promise Prep, Inc. (the "Corporation").

Section 2. Address. The street address of the Corporation's initial registered office is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202. The initial registered agent in charge of the initial registered office is Geoffrey E. Fenelus.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws (the "Bylaws"). The Board of Directors shall have the number of members, no less than three (3), as designated by resolution of the Board of Directors from time to time.

Section 2. Election and Terms. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the directors of the Corporation may elect a new director to replace the director whose term has

expired or is nearing expiration. Each such newly elected director shall serve for a term of three (3) years, or such other period as is prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve up to a maximum of two (2) consecutive terms, provided that the director continues to meet the qualifications for which he or she was initially elected to serve as a director, after which a period of at least one year must pass before that person may be reelected as a director; provided, however, that the Board may waive the requirement for a one-year break in what it deems to be exceptional cases. The Executive Director of the Corporation shall serve as an *ex officio* non-voting member of the Board.

Section 3. Quorum and Voting. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4. Special Meetings. The Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 6 of this Article, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any

corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified

 United States mail, return receipt requested, and the receipt is signed by or on
 behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Means of Communication. The Board of Directors, or a committee thereof, may permit a director or a committee member to participate in a meeting through the use of any means of communication by which all participating directors or committee members, and all members of the public physically present at the place where the meeting is conducted, may simultaneously hear each other during the meeting, provided that (i) such meeting complies in all respects with the provisions of the Indiana Open Door Law in IC 5-14-1.5-3.6, and (ii) the Board of Directors has adopted a policy to govern participation in meetings by electronic communication pursuant to IC 5-14-1.5-3.6. A director or committee member participating in a meeting by such means shall be considered present in person at the meeting.

Section 9. Removal, Resignation, and Vacancies. A director may be removed from office at any time, with or without cause, by two-thirds of the directors then in office. A director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. The acceptance of a resignation shall not be necessary to make it effective. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary. A vacancy on the Board of Directors, whether created by removal or resignation of

a director, may be filled by the Board of Directors, and the person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Vice Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. All officers may, but need not, be members of the Board of Directors. An officer may simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. Any officer may be removed by the Board of Directors with or without cause. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Vice Chair. The Vice Chair shall assist the Chair and assume the duties of the Chair in the absence of the Chair. The Vice Chair shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary

shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors.

The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 6. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE IV

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority

and supervision of the Board of Directors. An Executive Committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.

- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as

may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VI

<u>Indemnification</u>

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or

proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of <u>nolo contendere</u> or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article.

Section 2. Definitions.

- (a) As used in this Article, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
 - (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation;
 - (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or

- (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.
- (b) As used in this Article, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.
- (c) As used in this Article, the term "wholly successful" shall mean
 (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to

the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under

this Article and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE VII

Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositaries as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VIII

<u>Amendments</u>

The power to make, alter, amend, or repeal the Bylaws ("Amendments") is vested in the Board of Directors of the Corporation; provided, however, that if the authorizer (as the term "authorizer" is defined in IC 20-24-1-2.5) of the charter of any school operated by the Corporation reserves the right to approve material changes to the governance or organizational structure of the Corporation and the Amendments represent such a material change, then such proposed Amendments must be approved in writing by the authorizer of the school prior to the Board of Directors of the Corporation taking any action thereon.

These Bylaws were ad	opted as of the _	day of	, 2019
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Attachment O



faegredrinker.com

Faegre Drinker Biddle & Reath LLP 300 North Meridian Street, Suite 2500 Indianapolis, Indiana 46204 +1 317 237 0300 main +1 317 237 0300 fax

Jacqueline M. Pimentel-Gannon
Partner
jacqueline.pimentel-gannon@faegredrinker.com
+1 317 569 4838 direct
+1 317 414 6079 mobile

February 4, 2020

VIA OVERNIGHT DELIVERY

Internal Revenue Service Mail Stop 31A: Team 105 7940 Kentucky Drive Florence, KY 41042

Re: PROMISE PREP, INC.

EIN: 84-4553687

Dear Sir or Madam:

On behalf of Promise Prep, Inc., I am enclosing Form 1023, Application for Recognition of Exemption (including Form 2848, Power of Attorney, and all required attachments to Form 1023).

Please direct any questions concerning these documents to the undersigned. Thank you for your help.

Very truly yours,

Jacqueline M. Pimentel-Gannon Attorney-in-fact

Promise Prep, Inc.

Enclosures

US.126602515.01

VENDOR NUMBER: 9779 CHECK DATE: 02-03-20 **VENDOR NAME: United States Treasury INV. DESCRIPTION** AMT. PAID INV. AMOUNT INV.# **INV. DATE** 600.00 02-03-20 600.00 1023 Application Fee 30616481 02/03/20 CHECKNO. 541799 JP Morgan Chase Bank, N.A. Indianapolis, IN 56-1544 441s CHECK DATE 02-03-20

CHECK NUMBER: 541799

Faegre Drinker Biddle & Reath LLP Operating - Indianapolis 300 North Meridian Street, Suite 2700 Indianapolis, IN 46204-1782 Phone 317-237-0300 CHECK AMOUNT \$600.00***** SIX HUNDRED AND 00/100 Dollars PAY TO THE Lamil & Samadon United States Treasury VOID AFTER 180 DAY ORDER OF

#541799#

1:0441154431 621578798# Name: Promise Prep, Inc.

Form 1023 Checklist

(Revised December 2017)

Application for Recognition of Exemption under Section 501(c)(3) of the **Internal Revenue Code**

Note: Betain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding

EIN: 84-4553687

Public	c Inspection of approved applications.	1 1023 in your permanent records. Heler to the deneral medical
Chec	ck each box to finish your application	n (Form 1023). Send this completed Checklist with your filled
appli	ication. If you have not answered all	the items below, your application may be returned to you as
incor	mplete.	
V	 Form 1023 Checklist Form 2848, Power of Attorney and Form 8821, Tax Information Author Expedite request (if requesting) Application (Form 1023 and Sched Articles of organization Amendments to articles of organization Bylaws or other rules of operation of Documentation of nondiscriminato Form 5768, Election/Revocation of Expenditures To Influence Legislat 	Declaration of Representative (if filing) ization (if filing) ules A through H, as required) ation in chronological order and amendments ry policy for schools, as required by Schedule B f Election by an Eligible Section 501(c)(3) Organization To Make ion (if filing) planations, financial data, and printed materials or publications.
7	User fee payment placed in envelope check or money order to your applic	e on top of checklist. DO NOT STAPLE or otherwise attach your cation. Instead, just place it in the envelope.
7	Employer Identification Number (EIN	
✓	 required Schedules A through H. You must provide specific details a Generalizations or failure to answ recognizing you as tax exempt. 	application, including any requested information and any about your past, present, and planned activities. er questions in the Form 1023 application will prevent us from used activities in specific easily understood terms. Sepond with proposed activities.
V	Schedules. Submit only those sched	lules that apply to you and check either "Yes" or "No" below.
	Schedule A Yes No <u>✓</u>	Schedule E Yes No <u>✓</u>
	Schedule B Yes <u>✓</u> No	Schedule F Yes No <u>✓</u>
	Schedule C Yes No <u>✓</u>	Schedule G Yes No <u>✓</u>
	Schedule D. Yes No.✓	Schedule H Yes No ✓

Name: Promise Prep, Inc. EIN: 84-4553687

An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Ex A, Page 1, Art II, Para 1
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Ex A, Pg 7, Art XII, Para 1-2
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service Attention: EO Determination Letters Stop 31 P.O. Box 12192 Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service Attention: EO Determination Letters Stop 31 201 West Rivercenter Boulevard Covington, KY 41011

2848

(Rev. January 2018) Department of the Treasury Internal Revenue Service

Power of Attorney

Power of Attorney and Declaration of Representative

► Go to www.irs.gov/Form2848 for instructions and the latest information.

OMB No. 1545-0150

Received by:

Name
Telephone
Function

Caution: A separate Form 2848 must be completed for for any purpose other than representation before the IRS		Date / /
1 Taxpayer information. Taxpayer must sign and date this form on	page 2, line 7.	25(2)
Taxpayer name and address	Taxpayer identification number	
Promise Prep, Inc. c/o Geoffrey Fenelus	Daytime telephone number	Plan number (if applicable)
1630 N. Meridian Street, Suite 450		,
Indianapolis, Indiana 46202-1437	347-752-0044	N/A
hereby appoints the following representative(s) as attorney(s)-in-fact:		
2 Representative(s) must sign and date this form on page 2, Part II		12 01126B
Name and address	CAF No03	809960
Jacqueline Pimentel-Gannon, c/o Faegre Baker Daniels LLP		
300 North Meridian Street, Suite 2500	Telephone No.	7) 237-1000
Indianapolis, Indiana 46204	Fax No	
Check if to be sent copies of notices and communications	Check if new: Address Teleph	OC 4173CD
Name and address	CAF No. 80	00-11/30K
Joseph E. Miller, Jr., c/o Faegre Baker Daniels LLP	PTIN P01	(247) 227 0200
300 North Meridian Street, Suite 2500	Telephone No.	7) 227 1000
Indianapolis, Indiana 46204	Fax No. (31 Check if new: Address Teleph	Page No Fax No F
Check if to be sent copies of notices and communications		
Name and address	CAF No.	
	PTIN	
	Telephone No.	
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(Note: IRS sends notices and communications to only two representatives.)		
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(Note: IRS sends notices and communications to only two representatives.)		lone No.
to represent the taxpayer before the Internal Revenue Service and perform	If the following acts.	dies my representative(s) to receive and
3 Acts authorized (you are required to complete this line 3). With the exc	eption of the acts described in line 55, I author	helow For example, my representative(s)
inspect my confidential tax information and to perform acts that I can perform shall have the authority to sign any agreements, consents, or similar docu	monts (see instructions for line 5a for authorizing	ng a representative to sign a return).
		I signification to eight a reality
Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower Practitioner Discipline, PLR, FOIA, Civil Penalty, Sec. 5000A Shared Responsibility Payment, Sec. 4980H Shared Responsibility Payment, etc.) (see instructions)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions)
Payment, Sec. 4980H Shared nesponsibility Payment, etc.) (Sec Instructions)		
	Form 1023	2019, 2020, 2021
Income/Excise	FOITH 1023	2013, 2020, 2021
4 Specific use not recorded on Centralized Authorization File check this box. See the instructions for Line 4. Specific Use Not	(CAF). If the power of attorney is for a sp	pecific use not recorded on CAF,
5a Additional acts authorized. In addition to the acts listed on line instructions for line 5a for more information): Access my IRS	3 above, I authorize my representative(s)	to perform the following acts (see
Other acts authorized:		

Form 2848 (Rev. 1-2	018)			raye z
accepting	payment by any means	s, electronic or otherwise, into ar ve(s) is (are) associated) issued l	thorized to endorse or otherwise negotiate any check (incl account owned or controlled by the representative(s) or a by the government in respect of a federal tax liability. In this power of attorney (see instructions for line 5b):	luding directing or any firm or other
List arry o	aller spooms delonore a			
attorney o	on file with the Internal F	Revenue Service for the same may check here	of this power of attorney automatically revokes all ea atters and years or periods covered by this document. If y 	rller power(s) of rou do not want
7 Signature even if the represent	e of taxpayer. If a tax reper are appointing the rative, executor, received of the taxpayer.	matter concerns a year in which same representative(s). If signe r, administrator, or trustee on be	a joint return was filed, each spouse must file a separated by a corporate officer, partner, guardian, tax matters that of the taxpayer, I certify that I have the legal authority	to execute this form
► IF NO	T COMPLETED, SIG	NED, AND DATED, THE IRS	WILL RETURN THIS POWER OF ATTORNEY TO	IIIE IAAI ATEIN
Som	Signature	1 2/3	Executive Director Date Title (if applicable)	
	7		•	
Geoffrey Fenelu	s /	Promis	e Prep, Inc.	
	Print Name		Print name of taxpayer from line 1 if other than indi	vidual
Part II De	claration of Repre	esentative		
Under penalties	of perjury, by my signati	ure below I declare that:		
e I am not curren	tly suspended or disbari	red from practice, or ineligible fo	r practice, before the Internal Revenue Service;	tm O-uda-i
• I am subject to	regulations contained in	Circular 230 (31 CFR, Subtitle A,	Part 10), as amended, governing practice before the Intern	al Revenue Service;
• I am authorized	to represent the taxpay	er identified in Part I for the mat	ter(s) specified there; and	
• I am one of the	following:			
a Attorney-a	member in good standi	ng of the bar of the highest cour	t of the jurisdiction shown below.	halaw
b Certified Pull	blic Accountant−a hold	er of an active license to practic	e as a certified public accountant in the jurisdiction shown	Delow.
			e per the requirements of Circular 230.	
	ona fide officer of the ta			
e Full-Time Er	nployee-a full-time em	ployee of the taxpayer.	parent shild grandparent grandchild step-parent step-ch	nild, brother, or sister
g Enrolled Act	uary—enrolled as an ac	tuary by the Joint Board for the	, parent, child, grandparent, grandchild, step-parent, step-ch Enrollment of Actuaries under 29 U.S.C. 1242 (the authorit 230).	y to practice belove
h Unenrolled I prepared an claim for ref	Return Preparer—Autho Id signed the return or c und; (3) has a valid PTIN	rity to practice before the IRS is laim for refund (or prepared if the I; and (4) possesses the required Return Preparers in the instru	limited. An unenrolled return preparer may represent, provere is no signature space on the form); (2) was eligible to see Annual Filing Season Program Record of Completion(s). Sections for additional information.	See Special Rules
k Qualifying S	tudent-receives permis	ssion to represent taxpayers before structions for Part II for additional	ore the IRS by virtue of his/her status as a law, business, o Il information and requirements.	
Internal Rev	enue Service is limited t	oy section 10.3(e)).	t under the requirements of Circular 230 (the authority to p	
POWER C	F ATTORNEY. REP	RESENTATIVES MUST SIGI	COMPLETED, SIGNED, AND DATED, THE IRS W I IN THE ORDER LISTED IN PART I, LINE 2.	ILL RETURN THI
Note: For design	nations d-f, enter your tit	tle, position, or relationship to the	e taxpayer in the "Licensing jurlsdiction" column.	
Designation — Insert above letter (a-r).	Licensing jurisdiction (State) or other licensing authority (if applicable).	Bar, license, certification, registration, or enrollment number (if applicable).	Signature	Date
a	Indiana	30081-71	And antel-In	2/3/20
a	Indiana	18796-49	July Man -	2/3/20

Form 1023

(Rev. December 2017)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

▶ Do not enter social security numbers on this form as it may be made public.
 ▶ Go to www.irs.gov/Form1023 for instructions and the latest information.

OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I – XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part	Identification of Applicant						
1	Full name of organization (exactly as it appears in your organizing do	ocument)	2	c/o Name	(if applic	cable)	
	. Posse line		Geo	ffrey Fenelu	ıs		
3	se Prep, Inc. Mailing address (Number and street) (see instructions)	Room/Suite	4	Employer	Identific	ation Numbe	r (EIN)
4000 5	1 Maridian Charat	450			84-45	53687	
1630 N	I. Meridian Street City or town, state or country, and ZIP + 4		5	Month the ar	nual acc	ounting period e	nds (01 – 12)
lu dia s	apolis, Indiana 46202-1437					06	
ingian 6	Primary contact (officer, director, trustee, or authorized representations)	ntative)					
·	a Name:		b	Phone:		317-569-4838	
Essar	e Baker Daniels LLP, Attn: Jacqueline Pimentel-Gannon		С	Fax: (optic	onal)	317-237-	1000
8	provide the authorized representative's name, and the na representative's firm. Include a completed Form 2848, Po Representative, with your application if you would like us to complete the structure or activities of your organization, or about your fine the person's name, the name and address of the person's firm paid, and describe that person's role.	municate with y rustees, emplo elp plan, mana ancial or tax m	ey a our r yees ge, o	representati , or an au or advise yo	ation o ive. See uthorized ou abou ' provide	attached F d	orm 2848
9a	Organization's website: N/A yet						
b	Organization's email: (optional) N/A						
10	Certain organizations are not required to file an information ret are granted tax-exemption, are you claiming to be excused from Yes," explain. See the instructions for a description of organizer Form 990-EZ.	om filing Form ations not requ	990 uired	or Form 99 to file Forr	90-EZ? I	IT	√ No
11	Date incorporated if a corporation, or formed, if other than a corp	ooration. (N	ΛM/C	D/YYYY)	11 /		2019
12	Were you formed under the laws of a foreign country? If "Yes," state the country.					☐ Yes	√ No
						F 1023	(Day 12 2017

Form 10	123 (Rev. 12-2017) Name: Pro	omise Prep, Inc.	El	N: 84-4	553687	Page 2
Dart	Organizational Structu	re		o truct to be	tay ayamst	
You m See in	structions. DO NOT file this form	imited liability company), an uninco unless you can check "Yes" on l	nes 1, 2, 3, or 4.			
1	Are you a corporation ? If "Yes, filing with the appropriate state they also show state filing certific	" attach a copy of your articles of in agency. Include copies of any ame cation.	ncorporation showing condition and ments to your article	s and be sure	f 🔽 Yes tached E	□ No xhibit A
2	Are you a limited liability compacertification of filing with the appraa copy. Include copies of any an Refer to the instructions for circuit	any (LLC)? If "Yes," attach a copy of ropriate state agency. Also, if you ach endments to your articles and be smatances when an LLC should not fi	opted an operating agreure they show state filing the its own exemption app	eement, attach g certification olication.) ,	✓ No
3	constitution, or other similar or Include signed and dated copies	ssociation? If "Yes," attach a c ganizing document that is dated a of any amendments.	ınd includes at least tv	vo signatures	•	☑ No
	Are you a trust ? If "Yes," attack	n a signed and dated copy of your s.			□ Yes	✓ No
b	Have you been funded? If "No,"	explain how you are formed without	anything of value place	ed in trust.	☐ Yes	No No
5	Have you adopted bylaws? If "	Yes," attach a current copy show	ng date of adoption. If	"No," explair	Yes	∐ No
Part	how your officers, directors, or to	Your Organizing Document		See at	tached E	XIIIDIC B.
doger	not meet the organizational test. DO all and amended organizing docume Section 501(c)(3) requires that religious, educational, and/or so this requirement. Describe speci	ion 501(c)(3). Unless you can check the NOT file this application until you Ints (showing state filing certification in your organizing document state cientific purposes. Check the box the ficially where your organizing document. Reference to the companizing document.	you are a corporation or your exempt purpose o confirm that your org	an LLC) with y e(s), such as anizing docur nent, such as	charitable, charitable, ment meets a reference	tion.
2a	Section 501(c)(3) requires that up for exempt purposes, such as ch confirm that your organizing doc dissolution. If you rely on state la	ge, Article, and Paragraph): Exhibit A con dissolution of your organization aritable, religious, educational, and/o ument meets this requirement by ex w for your dissolution provision, do a a, specify the location of your disso	your remaining assets or scientific purposes. Cle press provision for the double the characteristics on line the characteristics of the control of the characteristics of the charac	must be used neck the box of istribution of a 2a and go to	on line 2a to assets upon line 2c.)
С	See the instructions for informat	necked box 2a. Exhibit A, Page 7, Artion about the operation of state law	in your particular state.	Check this bo	ox if you	
Part		your dissolution provision and indicate your Activities	zate the state.	See at	tached Ex	chibit C
Using this in applic details descri	an attachment, describe your past, formation in response to other parts ation for supporting details. You may to this narrative. Remember that if ption of activities should be thorough	present, and planned activities in a na of this application, you may summarity also attach representative copies of this application is approved, it will be in and accurate. Refer to the instruction her Financial Arrangements W	re that information here a newsletters, brochures, c open for public inspection ns for information that mi	nd refer to the or similar docur n. Therefore, youst be included	specific par ments for su our narrative d in your des	pporting
Pari	Employees, and Indep	endent Contractors				atata thair
1a	total annual compensation , or pother position. Use actual figure	ng addresses of all of your officers proposed compensation, for all serv is, if available. Enter "none" if no co to the instructions for information on	ices to the organization, mpensation is or will be	whether as a paid. If additi	n officer, er	nployee, or
Name		Title	Mailing address		Compensation (annual actual	
See a	ttached Exhibit D.					
			and the second s			

Form 16	023 (Rev. 12-2017) Name: P r	omise Prep, Inc.		EIN: {	84-4553687	Page 3
Part		her Financial Arrangements V	Vith Your Officers,	Directors, 1	Γrustees, E	mployees,
b	compensation of more than \$5	ng addresses of each of your five 0,000 per year. Use the actual fig n. Do not include officers, directors	ure, if available. Refe	r to the instru		
Name		Title	Mailing address		Compensati (annual actu	on amount al or estimated)
Saa at	tached Exhibit D.					
<u>Jee at</u>	tached Exhibit b.					
						
C		l esses, and mailing addresses of you ation of more than \$50,000 per year de as compensation.				
Name		Title	Mailing address		Compensati (annual actu	on amount al or estimated)
N/A						
IV/A						
		elate to <i>past, present,</i> or <i>planned</i> red d employees, and highest compen				
2a		ctors, or trustees related to each the individuals and explain the related		nily or busin	ess 🗌 Yes	✓ No
b	Do you have a business relation	nship with any of your officers, ditor, or trustee? If "Yes," identify the	rectors, or trustees of			☑ No
С		rs, or trustees related to your higher ractors listed on lines 1b or 1c thro d explain the relationship.				☑ No
3a	-	directors, trustees, highest cor tractors listed on lines 1a, 1b, or rked, and duties.		wing their na		khihit D
b	Do any of your officers, director independent contractors listed of whether tax exempt or taxable,	rs, trustees, highest compensated on lines 1a, 1b, or 1c receive compensated that are related to you through conship between you and the o	ensation from any oth	est compensa ner organizatio Yes," identify	ated Yes ons, the	
4	and highest compensated indep	on for your officers, directors, trust bendent contractors listed on lines by are not required to obtain exemp	1a, 1b, and 1c, the fo	llowing practi	ices	

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy?

b Do you or will you approve compensation arrangements in advance of paying compensation? c Do you or will you document in writing the date and terms of approved compensation arrangements? ✓ Yes

✓ Yes

✓ Yes

☐ No ☐ No

☐ No

Part '	and Independent Contractors (Continued)		
	Do you or will you record in writing the decision made by each individual who decided or voted on		□ No
	Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	✓ Yes	□ No
f	Do you or will you record in writing both the information on which you relied to base your decision and its source?	⊻ Yes	☐ No
g	If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated Independent contractors listed in Part V, lines 1a, 1b, and 1c.		FT Ma
	Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.	✓ Yes See Ex Articl	□ No hibit B, e V,
	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?	Pages	
С	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves? Note: A conflict of interest policy is recommended though it is not required to obtain exemption.		
6a	Hospitals, see Schedule C, Section I, line 14. Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	☐ Yes	☑ No
b		☐ Yes	☑ No
7a	Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at arm's length , and explain how you determine or will determine that you pay no more than fair market value . Attach copies of any written contracts or other agreements relating to such purchases.	☐ Yes	☑ No
b	Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.	☐ Yes	☑ No
8a	Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.	☐ Yes	☑ No
b c d e f	Identify with whom you have or will have such arrangements. Explain how the terms are or will be negotiated at arm's length. Explain how you determine you pay no more than fair market value or you are paid at least fair market value. Explain how you determine you pay no more than fair market value or you are paid at least fair market value.		
9a	Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.	☐ Yes	√ No

84-4553687

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- **b** Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.

f	Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.		
Part	Your Members and Other Individuals and Organizations That Receive Benefits From	You	
The fo	llowing "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizar es. Your answers should portain to <i>past, present,</i> and <i>planned</i> activities. See instructions.	uons as p	oart of your
1 a	In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes,"	✓ Yes	☐ No Exhibit C
	describe each program that provides goods, services, or funds to individuals. See att In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If		✓ No
b	"Yes," describe each program that provides goods, services, or funds to organizations.		
2	Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.	☐ Yes	☑ No
3	Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.	☐ Yes	☑ No
Part	VII Your History		
The fo	llowing "Yes" or "No" questions relate to your history. See instructions.	☐ Yes	✓ No
1	activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.	□ res	▼ NO
2	Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E.	☐ Yes	☑ No
Part	VIII Your Specific Activities		
The fo	ollowing "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate boo I pertain to <i>past, present,</i> and <i>planned</i> activities. See instructions.	x. Your a	
1	Do you support or oppose candidates in political campaigns in any way? If "Yes," explain.	☐ Yes	✓ No
2a	Do you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a.	☐ Yes	☑ No
	Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.		□ No
3a	Do you or will you operate bingo or gaming activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data.	☐ Yes	☑ No
b	Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements.	☐ Yes	☑ No
С	List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.	1	1/A

orm 1	023 (Rev. 12-2017) Name: Promise Prep, Inc.		EIN: 84-45	53687	Page 6
Part	VIII Your Specific Activities (Continued)				
4a	Do you or will you undertake fundraising? If "Yes," of conduct, See instructions.	check all the fundraising programs	you do or will	✓ Yes	☐ No
	✓ mail solicitations	phone solicitations	14 -		
	✓ email solicitations	accept donations on your well		مقامما مرب	
	personal solicitations	receive donations from another	•	s website	
	vehicle, boat, plane, or similar donations	government grant solicitations	6		
	foundation grant solicitations	☐ Other			
	Attach a description of each fundraising program.		See atta	ached Ex	hibit E.
b	Do you or will you have written or oral contracts with a you? If "Yes," describe these activities. Include all reve who conducts them. Revenue and expenses should be Financial Data. Also, attach a copy of any contracts or a	enue and expenses from these acti provided for the time periods spec	vities and state		☑ No
С	Do you or will you engage in fundraising activities for arrangements. Include a description of the organization all contracts or agreements.				☑ No
d	List all states and local jurisdictions in which you condulisted, specify whether you fundraise for your own organ		organization, or		
	another organization fundraises for you.			ached Exl	
е	Do you or will you maintain separate accounts for any right to advise on the use or distribution of funds? Answays types of investments, distributions from the types of i contribution account. If "Yes," describe this program, in and submit copies of any written materials provided to contribution.	wer "Yes" if the donor may provide investments, or the distribution fron ncluding the type of advice that ma	advice on the m the donor's		☑ No
5	Are you affiliated with a governmental unit? If "Yes," ex		t C.	✓ Yes	☐ No
6a		`		☐ Yes	☑ No
b	Describe in full who benefits from your economic devel exempt purposes.		ivities promote	00	<u>.</u>
7a	Do or will persons other than your employees or volumeach facility, the role of the developer, and any business and your officers, directors, or trustees.			☐ Yes	☑ No
b	Do or will persons other than your employees or volunte	eers manage your activities or faci	lities? If "Yes,"	✓ Yes	☐ No
	describe each activity and facility, the role of the mar	nager, and any business or family	relationship(s)		
	between the manager and your officers, directors, or true	stees.	See a	attached	Exhibit
С	If there is a business or family relationship between directors, or trustees, identify the individuals, explain negotiated at arm's length so that you pay no more the contracts or other agreements.	n the relationship, describe how	contracts are		
8	Do you or will you enter into joint ventures , includi treated as partnerships, in which you share profits and organizations? If "Yes," describe the activities of these joint in the control of the con	losses with partners other than se	ction 501(c)(3)	☐ Yes	☑ No
9a	Are you applying for exemption as a childcare organizated by through 9d. If "No," go to line 10.	ation under section 501(k)? If "Yes	" answer lines	☐ Yes	☑ No
b	Do you provide childcare so that parents or caretal employed (see instructions)? If "No," explain how you section 501(k).			☐ Yes	□ No
С	Of the children for whom you provide childcare, are 85% parents or caretakers to be gainfully employed (see inschildcare organization described in section 501(k).	• •		☐ Yes	□ No
d	Are your services available to the general public? If "No, your activities are available. Also, see the instruction organization described in section $501(k)$.			☐ Yes	☐ No
10	Do you or will you publish, own, or have rights in m scientific discoveries, or other intellectual property ? If any copyrights, patents, or trademarks, whether fee determined, and how any items are or will be produced,	f "Yes," explain. Describe who ow es are or will be charged, how	ns or will own	☑ Yes	□ No

orm 10	D23 (Rev. 12-2017) Name: Promise Prep, Inc. EIN: 84-45	53687	Page 7
Part	VIII Your Specific Activities (Continued)		
11	Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.	Yes	□ No
12a	Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a.	☐ Yes	☑ No
b	Name the foreign countries and regions within the countries in which you operate.		
C	Describe your operations in each country and region in which you operate.		
d	Describe how your operations in each country and region further your exempt purposes.	<u>.</u>	
13a	Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a.	☐ Yes	☑ No
b	Describe how your grants, loans, or other distributions to organizations further your exempt purposes.		
C	Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract.	☐ Yes	☐ No
d	Identify each recipient organization and any relationship between you and the recipient organization.		
е	Describe the records you keep with respect to the grants, loans, or other distributions you make.		
f	Describe your selection process, including whether you do any of the following.		
	(i) Do you require an application form? If "Yes," attach a copy of the form.(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your	☐ Yes ☐ Yes	☐ No ☐ No
	responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.		
g	Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.		
14 a	Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15.	☐ Yes	☑ No
b	Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.		
С	Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries.	☐ Yes	☐ No
d	Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.	☐ Yes	□ No
е	Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.	☐ Yes	□ No
f	Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately.	☐ Yes	□ No

Form 10	23 (Rev. 12-2017) Name: Promise Prep, Inc.	EIN: 8	4-4553687	Page 8
Part '	VIII Your Specific Activities (Continued)			
15	Do you have a close connection with any organizations? If "Yes," explain. see attached	ched Exhibi	t C. 🗹 Yes	☐ No
16	Are you applying for exemption as a cooperative hospital service organization under surves," explain.	section 501(e)? If ☐ Yes	✓ No
17	Are you applying for exemption as a cooperative service organization of operations under section 501(f)? If "Yes," explain.	ing education	onal 🗌 Yes	✓ No
18	Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes,"	explain.	☐ Yes	✓ No
19	Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whe a school as your main function or as a secondary activity.	ther you ope	rate 🗹 Yes	□ No
20	Is your main function to provide hospital or medical care? If "Yes," complete Schedule C	D	☐ Yes	✓ No
21	Do you or will you provide low-income housing or housing for the elderly or handica complete Schedule F.	apped? If "Yo	es," 🗌 Yes	✓ No
22	Do you or will you provide scholarships, fellowships, educational loans, or other educindividuals, including grants for travel, study, or other similar purposes? If "Yes," complet	• • • • • • • • • • • • • • • • • • • •		☑ No
	Note: Private foundations may use Schedule H to request advance approval of procedures.	individual gr	ant	

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years.

- 1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:
 - a. Three years of financial information if you have not completed one tax year, or
 - b. Four years of financial information if you have completed one tax year. See instructions.
- 2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX has not been updated to provide for a 5th year. See instructions.

	A. Statement of Revenues and Expenses						
	Type of revenue or expense Current tax year 3 prior tax years or 2 succeeding tax years						
			(a) From 11/14/19 To 6/30/20	(b) From 7/1/20 To 6/30/21	(c) From 7/1/21 To 6/30/22	(d) From To	(e) Provide Total for (a) through (d)
	1	Gifts, grants, and contributions received (do not include unusual grants)		645,000	25,000		670,000
	2	Membership fees received					
	3	Gross investment income					
	4	Net unrelated business income					
	5	Taxes levied for your benefit					
nes	6	Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
Revenues	7	above or in lines 9-12 below (attach an itemized list)					
	8	Total of lines 1 through 7		645,000	25,000		670,000
	9	Gross receipts from admissions, merchandise sold or services performed, or fumishing of facilities in any activity that is related to your exempt purposes (attach itemized list)			*4,953,632		4,953,632
	10	Total of lines 8 and 9		645,000			5,598,632
	11	Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12	Unusual grants					
	13	Total Revenue Add lines 10 through 12	0	645,000	4,978,632		5,598,632
	14	Fundraising expenses					
	15	Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16	Disbursements to or for the benefit of members (attach an itemized list)	 				
Expenses	17	Compensation of officers, directors, and trustees					
ě	18	Other salaries and wages		402,900	3,219,525		
쩘	19	Interest expense					
	20	Occupancy (rent, utilities, etc.)		25,000	319,000		1
	21	Depreciation and depletion					e de la companya de l
	22	Professional fees		65,000	300,000	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	
	23	Any expense not otherwise classified, such as program services (attach itemized list)		*65,000	*973,840		
	24	Total Expenses Add lines 14 through 23	0	557,900			

Form 10	23 (Rev. 12-2017) Name: Promise Prep, Inc.	EIN:	84-45536	87	Page 1	
Part			* as of	12/31/1	9	
	B. Balance Sheet (for your most recently completed tax year)				# * 12/19	
	Assets			(Whole	dollars)	
1	Cash		. <u>1</u>			
2	Accounts receivable, net		. 2			
3	Inventories					
4	Bonds and notes receivable (attach an itemized list)					
5	Corporate stocks (attach an itemized list)		J————			
6	Loans receivable (attach an itemized list)					
7	Other investments (attach an itemized list)					
8	Depreciable and depletable assets (attach an itemized list)				····	
9	Land					
	Other assets (attach an itemized llst)					
10	· · · · · · · · · · · · · · · · · · ·					
11	Total Assets (add lines 1 through 10)		. 11			
40	Liabilities		1.0			
12	Accounts payable					
13	Contributions, gifts, grants, etc. payable					
14	Mortgages and notes payable (attach an itemized list)					
15	Other liabilities (attach an itemized list)					
16	Total Liabilities (add lines 12 through 15)		. 16			
	Fund Balances or Net Assets					
17	Total fund balances or net assets		t			
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)		. 18			
19	Have there been any substantial changes in your assets or liabilities since the end of the	ne period		Yes	✓ No	
	shown above? If "Yes," explain.					
Part	X Public Charity Status					
	is designed to classify you as an organization that is either a private foundation or a p					
	avorable tax status than private foundation status. If you are a private foundation, Part are a private operating foundation. See instructions.	X is designed	to further	determi	ne	
1 a	Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed are unsure, see the instructions.	as instructed	. If you	Yes	✓ No	
b	As a private foundation, section 508(e) requires special provisions in your organ addition to those that apply to all organizations described in section 501(c)(3). Check that your organizing document meets this requirement, whether by express provision operation of state law. Attach a statement that describes specifically where your or meets this requirement, such as a reference to a particular article or section in your or or by operation of state law. See the instructions, including Appendix B, for information provisions that need to be contained in your organizing document. Go to line 2.	the box to on or by reliant ganizing door ganizing door ganizing door ganizing door ganizing door box to be a control of the box	confirm nce on cument cument			
2	Are you a private operating foundation? To be a private operating foundation you mus the active conduct of charitable, religious, educational, and similar activities, as op carrying out these activities by providing grants to individuals or other organizations. If If "No," go to the signature section of Part XI.	posed to inc	directly	Yes	□ No	
3	Have you existed for one or more years? If "Yes," attach financial information show private operating foundation; go to the signature section of Part XI. If "No," continue to		are a 📋	Yes	☐ No	
4	Have you attached either (1) an affidavit or opinion of counsel, (including a written from a certified public accountant or accounting firm with expertise regarding this ta sets forth facts concerning your operations and support to demonstrate that you are requirements to be classified as a private operating foundation; or (2) a stateme proposed operations as a private operating foundation?	ax law matte likely to satis	r), that sfy the	Yes	□ No	
5	If you answered "No" to line 1a, indicate the type of public charity status you are received. You may check only one box.	questing by o	hecking or	ne of the	choices	
b c	The organization is not a private foundation because it is: 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.					
	publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Sche					

Form 10	023 (Rev. 1	12-2017)	Name: Promise Prep, In		EIN:	Page 11
Part		· · · · · · · · · · · · · · · · · · ·	y Status (Continued)	U.		, ago
e f	509(a)(509(a)((4) – an organiz	ation organized and ope 1)(A)(iv) – an organizatio	erated exclusively for te n operated for the be	esting for public safety. nefit of a college or university that is owned or	
g	509(a)((1) and 170(b)			ion directly engaged in the continuous active versity.	
h	509(a)(of cont	(1) and 170(b)(tributions from	1)(A)(vi) – an organizatio publicly supported orga	on that receives a sub nizations, from a gover	stantial part of its financial support in the form mental unit, or from the general public.	
i	invest	ment income	and receives more that	an one-third of its fina	n one-third of its financial support from gross ancial support from contributions, membership as (subject to certain exceptions).	
j		licly supported t status.	organization, but unsu	re if it is described in	5h or 5i. You would like the IRS to decide the	
6	your p	ublic support s		ou checked box h in li	n in existence more than 5 years, you must confirm ne 5 above. Answer line 6b if you checked box i in a and 6b.	
а	(i) En	iter 2% of line 8	3, column (e) on Part IX-A	A Statement of Revenu	es and Expenses	
	(ii) Att	tach a list shov		ount contributed by ea	ch person, company, or organization whose gift	5
b					IX-A Statement of Revenues and Expenses, attaclificed person. If the answer is "None," state this.	ו
	she we	owing the namere more than t	e of and amount receiv	ed from each payer, o	atement of Revenues and Expenses, attach a lise other than a disqualified person, whose payments ment of Revenues and Expenses, or (2) \$5,000.	3
7	Revenu	ues and Exper		a list including the na	shown on Part IX-A Statement of Yes me of the contributor, the date and y it is unusual.	☑ No
Part	XΙ ι	Jser Fee Info	rmation and Signatu	re		
proces	ss the apurv. Use	pplication and or fees are subject or call Custo	we will return it to you. Y	our check or money or r website at <i>www.irs.go</i> t 1-877-829-5500 for c	do not submit the correct user fee, we will not rder must be made payable to the United States ov and type "Exempt Organizations User Fee" in current information. \$600	
l declar applica	e under ti tion, inclu	he penalties of peruding the accompa	rjury that I am authorized to s anying schedules and attachn	ign this application on beha nents, and to the best of my	alf of the above organization and that I have examined this knowledge it is true, correct, and complete.	
Plea Sign	.	(Signature of Officiauthorized offici	ficer, Director, Trustee, or other	Geoffrey Fend (Type or print na	tme of signer) (Date)	20

Executive Director

(Type or print title or authority of signer)

Here

orm 102	23 (Rev. 12-2017) Name: Promise Prep, Inc.		53687	Page 14
	Schedule B. Schools, Colleges, and Universitie	S		
	If you operate a school as an activity, complete Schedule) B		
Secti	on I Operational Information	achere a regularly	√ Yes	☐ No
	Do you normally have a regularly scheduled curriculum, a regular faculty of qualified to enrolled student body, and facilities where your educational activities are regularly carr not complete the remainder of Schedule B.	ied on? If "No," do	attached	_
	Is the primary function of your school the presentation of formal instruction? If "You			□No
	school in terms of whether it is an elementary, secondary, college, technical, or other "No," do not complete the remainder of Schedule B.	r type of school. If	attached	
2 a	Are you a public school because you are operated by a state or subdivision of a state how you are operated by a state or subdivision of a state. Do not complete the remaind	e? If "Yes," explain	☐ Yes	√ No
b	Are you a public school because you are operated wholly or predominantly from go	vernment funds or vernment funds or	•	☐ No
	property. Submit a copy of your funding agreement regarding government funding. Do remainder of Schedule B.	o not complete the	attached	Exhibit
3	In what public school district, county, and state are you located?			
	Were you formed or substantially expanded at the time of public school desegregations school district or county?			☐ No
	Has a state or federal administrative agency or judicial body ever determined the discriminatory? If "Yes," explain.			□ No
_	Has your right to receive financial aid or assistance from a governmental agency evesuspended? If "Yes," explain.			□ No
7	Do you or will you contract with another organization to develop, build, market, or fina if "Yes," explain how that entity is selected, explain how the terms of any contracts or are negotiated at arm's length, and explain how you determine that you will pay no movalue for services.	r other agreements pre than fair market	}	□ No
	Note: Make sure your answer is consistent with the information provided in Part VIII, lin	e 7a.		
8	Do you or will you manage your activities or facilities through your own employees or wattach a statement describing the activities that will be managed by others, the name organizations that manage or will manage your activities or facilities, and how these will be selected. Also, submit copies of any contracts, proposed contracts, or regarding the provision of management services for your activities or facilities. Explain any contracts or other agreements were or will be negotiated, and explain how you pay no more than fair market value for services.	s of the persons or managers were or other agreements n how the terms of		□ No
	Note: Answer "Yes" if you manage or intend to manage your programs through your by using volunteers. Answer "No" if you engage or intend to engage a separation of the separ	te organization o	•	
	line 7b. on II Establishment of Racially Nondiscriminatory Policy			
есп	ion II Establishment of Racially Nondiscriminatory Policy Information required by Revenue Procedure 75-50.			
1	Have you adopted a racially nondiscriminatory policy as to students in your org bylaws, or by resolution of your governing body? If "Yes," state where the policy can a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students this application. See Pub. 557.	be found or supply	<i>'</i>	□ No
2	Do your brochures, application forms, advertisements, and catalogues dealing with s programs, and scholarships contain a statement of your racially nondiscriminatory policy.	tudent admissions	, 🗌 Yes	☐ No
а	If "Yes," attach a representative sample of each document.			
b	If "No," by checking the box to the right you agree that all future printed materials content, will contain the required nondiscriminatory policy statement.	, including website	>	
3	Have you published a notice of your nondiscriminatory policy in a newspaper of geneserves all racial segments of the community? See the instructions for specific requestions.	eral circulation that uirements. If "No,"	t ☐ Yes	□ No
4	Does or will the organization (or any department or division within it) discriminate in ar of race with respect to admissions; use of facilities or exercise of student pri administrative staff; or scholarship or loan programs? If "Yes," for any of the above, ex	vileges; faculty o	Yes	□ No

orm 1	023 (Rev. 12-2017)		nise Prep, Inc				EIN:	84-4553687	Page 1
						ersities (Con			
5	Complete the table year, of: (a) the stu for each racial cate If you are not oper	dent body, (b) gory. ational, submit	the faculty,	and (c) the a	dministrative	staff. Provide a	actual numbe	ers rather than	percentage
	community served) Racial Category		(a) Student Body		(b) F	(b) Faculty		(c) Administrative Staff	
	Theolar datagory	Current Yea			Current Year	Next Year			Next Year
						 			· · · · · · · · · · · · · · · · · · ·
	Total	<u> </u>	L			1			
6	In the table below categories.	, provide the			loans and s			students enrol	
		Current Year	Next Year	Current Yea	r Next Year	Current Year	Next Year		
						 			
	Total				 				<u></u>

7 a	Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.	
b	Do any of these individuals or organizations have an objective to maintain segregated public or private	i □ No
8	Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure	. □ No
	Form 1023	(Rev. 12-2017)

EXHIBIT A

Federal EIN: 84-4553687

Exhibit to Form 1023 (Part II, Line 1) (Part III, Lines 1 and 2b)

EXHIBIT A

CERTIFICATE OF INCORPORATION

ARTICLES OF INCORPORATION

(see attached)

State of Indiana Office of the Secretary of State

Cartified: A true copy

Suplantity

Attorney in - fact

214/20

Certificate of Incorporation

PROMISE PREP, INC.

I, CONNIE LAWSON, Secretary of State, hereby certify that Articles of Incorporation of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Code.

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, November 14, 2019



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, November 15, 2019

Corrie Lauron

CONNIE LAWSON
SECRETARY OF STATE

201911141357172 / 8437451

To ensure the certificate's validity, go to https://bsd.sos.in.gov/PublicBusinessSearch

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ARTICLES OF INCORPORATION

<u>OF</u>

PROMISE PREP, INC.

Certified: A true copy Sery Put 18-Attorney-in-fact 2/4/20

The undersigned Incorporator, desiring to form a corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby executes the following Articles of Incorporation:

ARTICLE I

Name

The name of the Corporation is Promise Prep, Inc.

ARTICLE II

<u>Purposes</u>

This Corporation is a public benefit corporation that shall be organized and operated exclusively to conduct, support, encourage, and assist such educational, charitable, scientific, and other programs and projects as are described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code"). In furtherance of such purposes, the Corporation's specific purposes shall include, but not be limited to, operating one or more charter schools or innovation network charter schools pursuant to Indiana Code, Title 20, Articles 24 or 25.7, or corresponding provisions of any subsequent Indiana statutes governing charter schools or innovation network schools.

ARTICLE III

Powers

Notwithstanding any other provision of these Articles of Incorporation, neither the Board of Directors nor the Corporation shall have the power or authority to do any act that will prevent the Corporation from being an organization described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2). Subject to the foregoing statement, and subject to and in furtherance of the purposes for which it is organized, the Corporation shall possess, in addition to the general rights, privileges, and powers conferred by the Act or by other law, the following rights, privileges, and powers:

Section 1. To indemnify any person against liability and expenses, and to advance the expenses incurred by such person, in connection with the defense of any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise, and whether formal or informal, to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law.

Section 2. To cease its activities and to dissolve and surrender its corporate franchise.

ARTICLE IV

Period of Existence

The period during which the Corporation shall continue is perpetual.

ARTICLE V

Initial Registered Agent and Initial Registered Office

Section 1. The name, address, and email address of the initial registered agent in charge of the Corporation's initial registered office are Geoffrey E. Fenelus; 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202; and gfenelus@themindtrust.org.

Section 2. The street address of the initial registered office of the Corporation is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

Section 3. The undersigned hereby represents that the registered agent named in this Article has consented to the appointment of registered agent.

ARTICLE VI

<u>Incorporator</u>

The name of the Incorporator of the Corporation is Geoffrey E. Fenelus, and the address of such Incorporator is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

ARTICLE VII

Members

The Corporation shall not have "members" as that term is defined in the Act. The Corporation may, upon the resolution of the Board of Directors, designate as "members" certain individuals, corporations, or other associations and organizations who satisfy certain criteria established by the Board of Directors and who support the purposes and programs of the Corporation. Such designation shall carry no legal significance under the Act and shall not entitle such "members" to any vote on Corporation matters or to attendance at Corporation meetings.

ARTICLE VIII

<u>Directors</u>

The exact number of directors of the Corporation shall be specified in or fixed in accordance with the Bylaws of the Corporation at a number no smaller than three (3).

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ARTICLE IX

Election or Appointment of Directors and Initial Board of Directors

The directors of the Corporation, other than the members of the initial Board of Directors, shall be elected and/or appointed in the manner and for terms as specified in or fixed in accordance with the Bylaws of the Corporation. The names of the members of the initial Board of Directors, each of whom shall serve until the date next to his or her name and until his or her successor is elected and qualified, and each of whom shall have the address of 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202, are as follows:

Susan Appel	(June 30, 2020)
Gloria King	(June 30, 2020)
Kelli Marshall	(June 30, 2023)
Adam Milakofsky	(June 30, 2023)

ARTICLE X

No Private Inurement

None of the Corporation's net earnings shall inure to the benefit of any private individual.

ARTICLE XI

Regulation of Corporate Affairs

The affairs of the Corporation shall be subject to the following provisions:

Section 1. The Corporation shall admit to the charter or innovation network school or schools that it operates (the "School") students of any race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, and ancestry to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The Corporation and the School it operates shall not discriminate on the basis of race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, or ancestry (or any other characteristics or

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categories prohibited under federal, state, or local law) in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other School-administered programs.

Section 2. The Corporation shall comply with all Indiana laws applicable to charter schools or innovation network charter schools, as applicable, including (but not limited to) the following provisions of the Indiana Code ("IC"), or corresponding provisions of subsequent Indiana law:

- (a) IC 5-14-1.5, et seq. (Indiana's Open Door Law);
- (b) IC 5-14-3-1, et seq. (Indiana's Access to Public Records Act);
- (c) IC 20-24-6 (employment of teachers and other personnel in charter schools);
- (d) IC 20-24-8-5 (statutes applicable to charter schools);
- (e) IC 20-25.7-4-10 (public meeting requirements); and
- (f) IC 20-28-11.5 (staff performance evaluations).

Section 3. Notwithstanding any other provision of these Articles of Incorporation, if for any taxable year the Corporation is deemed a "private foundation" described in Code section 509(a), the Corporation's income shall be distributed at such time and in such manner as not to subject the Corporation to the tax imposed by Code section 4942.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, if at any time the Corporation is deemed a "private foundation" described in Code section 509(a), the Corporation shall not:

- (a) Engage in any act of self-dealing as defined in Code section 4941(d);
- (b) Retain any excess business holdings as defined in Code section 4943(c);
- (c) Make any investment in such manner as to subject the Corporation to tax under Code section 4944; or
- (d) Make any taxable expenditure as defined in Code section 4945(d).

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Section 5. Neither the Board of Directors nor the Corporation shall have power or authority to do any act that will prevent the Corporation from being an organization described in Code section 501(c)(3).

Section 6. Except as otherwise permitted by Code section 501(h), no substantial part of the activities of the Corporation shall be or consist of carrying on propaganda, or otherwise attempting, to influence legislation.

Section 7. The Corporation shall not participate or intervene in (including the publishing or distributing of any statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 8. Subject to the provisions of these Articles of Incorporation and applicable law, the Board of Directors shall have complete and plenary power to manage, control, and conduct all the affairs of the Corporation.

Section 9. The power to make, alter, amend, and repeal the Corporation's Bylaws shall be vested in the Board of Directors.

Section 10. No director of the Corporation shall be liable for any of its obligations.

Section 11. Meetings of the Board of Directors may be held at any location, either inside the State of Indiana or elsewhere.

Section 12. All parties dealing with the Corporation shall have the right to rely upon any action taken by the Corporation pursuant to authorization by the Board of Directors by resolution duly adopted in accordance with the Corporation's Articles of Incorporation, Bylaws, and applicable law.

Section 13. The Board of Directors may from time to time, in the Bylaws of the Corporation or by resolution, designate such committees as the Board of Directors may deem desirable for the furtherance of the purposes of the Corporation.

ARTICLE XII

Dissolution of the Corporation

Upon the dissolution of the Corporation, the Corporation's assets and funds shall be disposed in the following order of priority:

- (a) First, to satisfy outstanding payroll obligations to employees of the Corporation;
- (b) Second, to creditors of the Corporation for outstanding liabilities;
- (c) Third, to satisfy any outstanding debt to the Indiana common school fund;
- (d) Fourth, to return any remaining funds received from the Indiana Department of Education (the "Department") to the Department not more than thirty (30) days after dissolution; and
- (e) Fifth, to one (1) or more organizations that have been selected by the Board of Directors, that are organized and operated for educational purposes substantially the same as those of the Corporation, and that are described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2).

If the assets of the Corporation are insufficient to pay all parties to whom the Corporation owes compensation under provisions (a) through (c) in this Article XII, the priority of the distribution of assets may be determined by a Judge of the Circuit or Superior Court of Marion County, Indiana (the "Court"). If any assets remain after distribution as outlined above, they shall be disposed of by the Court exclusively for such purposes and to such organization(s) as the Court shall determine, which are organized and operated exclusively for such purposes.

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IN WITNESS WHEREOF, the undersigned Incorporator of the Corporation hereby adopts these Articles of Incorporation and presents them to the Secretary of State of the State of Indiana for filing and verifies and affirms, subject to penalties of perjury, that the representations contained herein are true, this \(\frac{1}{2} \) day of \(\frac{\lambda \cup \lambda \cup \cup \lambda \cup \cup \cup \lambda \cup \cup \lambda \cup \lambda \cup \lambda \cup \cup \lambda \cup \

Geoffrey E. Fenelus, Incorporator

This instrument was prepared by Jacqueline Pimentel-Gannon, Attorney at Law, Faegre Baker Daniels LLP, 300 N. Meridian St., Ste. 2700, Indianapolis, Indiana, 46204.

EXHIBIT B

Federal EIN: 84-4553687

Exhibit to Form 1023 (Part II, Line 5) (Part V, Line 5a)

EXHIBIT B

BYLAWS

(see attached)

See pages 7-9 (Article V) for the Conflict of Interest Policy recommended by Part V, Item 5a.

BYLAWS

Certified: A frue copy

Ser PhtVI

Atternay-in-fact

21/20

OF

PROMISE PREP, INC.

<u>ARTICLE I</u>

General

Section 1. Name. The name of the corporation is Promise Prep, Inc. (the "Corporation").

Section 2. Address. The street address of the Corporation's initial registered office is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202. The initial registered agent in charge of the initial registered office is Geoffrey E. Fenelus.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws (the "Bylaws"). The Board of Directors shall have the number of members, no less than three (3), as designated by resolution of the Board of Directors from time to time.

Section 2. Election and Terms. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the directors of the Corporation may elect a new director to replace the director whose term has expired or is nearing expiration. Each such newly elected director shall serve for a term of three

(3) years, or such other period as is prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve up to a maximum of two (2) consecutive terms, provided that the director continues to meet the qualifications for which he or she was initially elected to serve as a director, after which a period of at least one year must pass before that person may be reelected as a director; provided, however, that the Board may waive the requirement for a one-year break in what it deems to be exceptional cases. The Executive Director of the Corporation shall serve as an *ex officio* non-voting member of the Board.

Section 3. Quorum and Voting. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4. Special Meetings. The Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 6 of this Article, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified

 United States mail, return receipt requested, and the receipt is signed by or on
 behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records.

Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of

the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Means of Communication. The Board of Directors, or a committee thereof, may permit a director or a committee member to participate in a meeting through the use of any means of communication by which all participating directors or committee members, and all members of the public physically present at the place where the meeting is conducted, may simultaneously hear each other during the meeting, provided that (i) such meeting complies in all respects with the provisions of the Indiana Open Door Law in IC 5-14-1.5-3.6, and (ii) the Board of Directors has adopted a policy to govern participation in meetings by electronic communication pursuant to IC 5-14-1.5-3.6. A director or committee member participating in a meeting by such means shall be considered present in person at the meeting.

Section 9. Removal, Resignation, and Vacancies. A director may be removed from office at any time, with or without cause, by two-thirds of the directors then in office. A director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. The acceptance of a resignation shall not be necessary to make it effective. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary. A vacancy on the Board of Directors, whether created by removal or resignation of a director, may be filled by the Board of Directors, and the person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Vice Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. All officers may, but need not, be members of the Board of Directors. An officer may simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. Any officer may be removed by the Board of Directors with or without cause. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Vice Chair. The Vice Chair shall assist the Chair and assume the duties of the Chair in the absence of the Chair. The Vice Chair shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 6. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE IV

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors. An Executive Committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of

the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.

- (c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any

contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VI

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article.

Section 2. Definitions.

(a) As used in this Article, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals

thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation;
- (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
- (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.
- (b) As used in this Article, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.
- (c) As used in this Article, the term "wholly successful" shall mean(i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a

court, with knowledge of the indemnity provided in this Article, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by

applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE VII

Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositaries as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VIII

<u>Amendments</u>

The power to make, alter, amend, or repeal the Bylaws ("Amendments") is vested in the Board of Directors of the Corporation; provided, however, that if the authorizer (as the term "authorizer" is defined in IC 20-24-1-2.5) of the charter of any school operated by the Corporation reserves the right to approve material changes to the governance or organizational structure of the Corporation and the Amendments represent such a material change, then such proposed Amendments must be approved in writing by the authorizer of the school prior to the Board of Directors of the Corporation taking any action thereon.

These Bylaws were adopted as of the 30^{th} day of January, 2020.

EXHIBIT C

Promise Prep, Inc. c/o Geoffrey Fenelus 1630 N. Meridian Street, Suite 450 Indianapolis, Indiana 46202

Exhibit to Form 1023 (Part IV) (Part VI, Line 1a) (Part VIII, Lines 5, 7b, 10 and 15) (Schedule B, Section I, Lines 1a-b and 2b)

EXHIBIT C

DESCRIPTION OF ACTIVITIES

Narrative Description of Activities; Provision of Goods, Services, or Funds to Individuals; Affiliated with Governmental Unit; Management of Activities and Facilities; Intellectual Property; Close Connection; School Operational Information (Part IV; Part VI, Line 1a; Part VIII, Lines 5, 7b, 10, and 15; Schedule B, Section 1, Lines 1a-b and 2b)

Promise Prep, Inc. (the "Corporation"), is an Indiana nonprofit corporation that was incorporated in November 2019 for the purposes of establishing and operating one or more charter schools or innovation network charter schools. The first school, which will be called Promise Prep (the "School"), will be a charter elementary and middle school, and it will offer instruction to students in Kindergarten through eighth grade. The Corporation plans to begin operating the School in July of 2021, provided that its application for a charter is approved. In addition, the Corporation is in the process of negotiating an agreement with Indianapolis Public Schools to operate the School as an innovation network school.

The Corporation seeks classification as a public charity under Sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code of 1986, as amended (the "Code"), because it will offer formal instruction, maintain a regular faculty of qualified teachers, have regularly scheduled curriculum, and keep a regularly enrolled body of students in attendance at the School.

The Corporation's vision is that Indianapolis will become a city that delivers on the promise of equitable education for all children so that we end generational poverty. The School exists to make sure that low income and underrepresented students have access to a high-quality education that enables them to become critical thinkers, have choices, capitalize on opportunities, and secure continuing economic advancement.

The Corporation will operate the School as a charter school pursuant to Title 20, Article 24, of the Indiana Code, and as a public innovation network charter school pursuant to Title 20, Article 25.7, of the Indiana Code. Under the charter school statutory provisions of the Indiana Code, a charter school must be sponsored by a public school corporation board, an Indiana public college or university, or the mayor of a consolidated city. The Corporation is in the process of submitting a charter application seeking sponsorship of the School by the Mayor of the City of

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Indianapolis and will be awaiting the decision on whether such charter will be awarded. Because the charter has not yet been awarded, the Corporation does not have a copy of the charter. Nonetheless, there are several provisions that are required to be included in the charter pursuant to Indiana Code section 20-24-4-1, so the Corporation confirms that the charter, if it is awarded, will include the following provisions:

- It will confirm the status of the School as a public school;
- It will be for a fixed number of years (between three and seven years), subject to renewal;
- It will provide for a review by the City of Indianapolis of the School's performance, including the progress of the School in achieving the academic goals set forth in the charter:
- It will include the performance criteria that the City of Indianapolis will use in making renewal decisions;
- It will specify the grounds under which the City of Indianapolis may revoke the charter; and
- It will set forth the methods by which the School will be held accountable for achieving the educational mission and goals of the School.

In addition to the foregoing, under Indiana law, the Corporation, once it receives a charter, shall receive State of Indiana tuition support directly from the Indiana Department of Education. Accordingly, the School is a public school because the Corporation will be operated predominately from government funds (furthermore, as indicated above, Indiana law dictates that charter schools are public schools).

In addition to seeking a charter from the Mayor of the City of Indianapolis, the Corporation is also seeking to enter into an agreement with Indianapolis Public Schools to operate the School as an innovation network charter school. Innovation network charter schools are a relatively new type of charter school formed under legislation recently passed by the Indiana Legislature. Under the innovation network school provisions of the Indiana Code, the organizer of a charter school may enter into an agreement with the governing board of a school corporation to have the charter school participate as an innovation network charter school. Indianapolis Public Schools is the public school system in Indianapolis, the city where the School will operate.

The Indiana Legislature believes that the goals of high quality public education will be furthered within the innovation network school structure because innovation network schools "allow[] for greater flexibility, innovation, and efficiency" Indiana Code 20-25.7-2-1. In addition, the Legislature believes that such schools will attract the nation's best teachers by "allocating significantly more resources into the classroom and giving teachers freedom from burdensome regulations." *Id.*

The Corporation intends to reach an agreement with Indianapolis Public Schools regarding the School's operation as an innovation network charter school. The agreement will include

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performance goals and accountability metrics, and it will specify the amount of state and federal funding that will be distributed by Indianapolis Public Schools to the Corporation. The Corporation and Indianapolis Public Schools are in the beginning stages of negotiating the terms of a contract, and a draft is not yet available. In the event that the Corporation receives a charter from the Mayor of the City of Indianapolis but does not finalize an agreement with Indianapolis Public Schools to participate as an innovation network school (or if the Corporation initially participates as an innovation network charter school but then later determines to no longer participate as an innovation network charter school), then the Corporation may operate the School as a charter school, but not as an innovation network charter school.

The School will be located within the City of Indianapolis, but its exact location has yet to be determined. Ultimately, the Corporation hopes to enroll 504 student in grades K through 8. The Corporation anticipates that the racial composition of the student body and the faculty/staff will be comparable to the racial composition within Indianapolis Public Schools. As either a charter school or an innovation network school, the Corporation and School will be subject to all applicable federal and state laws and constitutional provisions that prohibit discrimination, including, without limitation, discrimination on the basis of disability, race, color, gender, national origin, religion, or ancestry (see Indiana Code §§ 20-24-2-2 and 20-25.7-4-1). Moreover, under state law, the Corporation is prohibited from establishing admission policies that limit student admissions in any manner in which a public school is not permitted (see Indiana Code § 20-24-5-4). In addition to the foregoing, the Corporation is prohibited from charging any tuition to attend the School.

Because the Corporation will operate in a coordinated manner with Indianapolis Public Schools regarding facilities, programs, and transportation, the Corporation will have a "close connection" (as that phrase is defined in the instructions to Form 1023) with Indianapolis Public Schools. Furthermore, the Corporation is "affiliated with" (as that phrase is defined in the instructions to Form 1023) Indianapolis Public Schools, a public school district that is a governmental unit. The Corporation will be subject to the authority of Indianapolis Public Schools to operate the School as an innovation network school, and the state statute authorizing innovation network schools requires the Corporation and Indianapolis Public Schools to hold a joint public meeting at least twice each year to discuss issues and progress regarding the School (*see* Indiana Code 20-25.7-4-10). In addition, the Corporation will be required to submit several documents related to its operation of the School to Indianapolis Public Schools for review, including the curriculum, performance goals and accountability metrics, operational policies and procedures, and the Corporation's annual financial audit.

At this time, the Corporation does not intend to utilize the services of an educational management organization to manage the affairs of the School, but it may utilize the assistance of an independent contractor that will provide various administrative functions necessary for the effective operation of the School, including financial services and budget creation, data management, and Indiana State reporting. Currently, the Corporation plans to engage an

Federal EIN: 84-4553687

independent contractor (Center for Innovative Education Services) to provide financial oversight services. Whenever the Corporation engages independent contractors to perform such services, the Corporation will ensure that none of the directors of the Corporation is employed by the independent contract, has an ownership interest in the independent contractor, or has a contractual relationship with the independent contractor.

The Corporation may develop its own curriculum and other related materials, and the Corporation may decide that it wants to obtain intellectual property right protection for such items. If so, it is anticipated that the Corporation will own those intellectual property rights and may utilize them in furtherance of its educational and charitable purposes.

EXHIBIT D

Exhibit to Form 1023 (Part V, Lines 1a and 3a)

EXHIBIT D

Information Regarding Officers, Directors, and Employees

All officers and directors and highly compensated employees utilize the address of Promise Prep, Inc. (the "Corporation"): 1630 N. Meridian Street, Suite 450, Indianapolis, Indiana 46202.

Officers and Directors (Part V, Lines 1a and 3a)

Adam Milakofsky

Director and Chair

- Qualifications: Mr. Milakofsky is the Vice President, Strategy and M&A at The Heritage Group. He has over a decade of experience in private equity investing and value creation across a range of companies and industries and has spent most of his career investing on behalf of families. Mr. Milakofsky holds a Bachelor of Arts from Duke University and an MBA from Northwestern University.
- Average Hours Worked: Less than 10 hours per week.
- Duties: Mr. Milakofsky serves as a member of the Corporation's Board of Directors. He also serves as Chair of the Corporation; his duties in that regard are described in Article III, Section 2, of the Corporation's Bylaws.

Kelli Marshall

Director and Vice Chair

- Qualifications: Ms. Marshall is a Hoosier native and has always had a passion for educating youth. She has much experience an educator and administrator in IPS schools and in charter schools. Since 2008, she has held leadership roles (principal and chancellor) in charter schools. She has a B.S. in Elementary Education from Indiana University, and an MS/ Education Administration from Butler University. Currently, she is completing coursework in the National Principal Supervisor's Academy of Relay Graduate School.
- Average Hours Worked: Less than 10 hours per week.
- Duties: Ms. Marshall serves as a member of the Corporation's Board of Directors. She also serves as Vice Chair of the Corporation; her duties in that regard are described in Article III, Section 3, of the Corporation's Bylaws.

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Susan Appel

Director and Secretary

- Qualifications: Ms. Appel founded The Indy Learning Team in 2015 based on the belief that access to literacy should be available to all children. The Indy Learning Team partners to bring access to evidence-based literacy instruction and training to all communities. The Indy Learning Team programs give communities the literacy resources for student and workforce development opportunities for adults. Prior to founding The Indy Learning Team, Susan worked in marketing and public relations for large organizations such as Roche, Harley-Davidson and IU Health. Susan has a bachelor's degree from Indiana University Kelley School of Business and completed an executive course in social entrepreneurship from Stanford University.
- Average Hours Worked: Less than 10 hours per week.
- *Duties:* Ms. Appel serves as a member of the Corporation's Board of Directors. She also serves as Secretary of the Corporation; her duties in that regard are described in Article III, Section 4, of the Corporation's Bylaws.

Myke Spencer

Director and Treasurer

- Qualifications: Mr. Spencer is the Managing Director, Development at Teach For America. He is an experienced educator and administrator in public education. He holds a bachelor's degree from Indiana University, masters degrees from Marian University and Teachers College of Columbia University, and is in the process of obtaining doctorate degree from Ball State University.
- Average Hours Worked: Less than 10 hours per week.
- *Duties:* Mr. Spencer serves as a member of the Corporation's Board of Directors. He also serves as the Treasurer of the Corporation; his duties in that regard are described in Article III, Section 5, of the Corporation's Bylaws.

Gloria King

Director

- Qualifications: Dr. King is the Director of Multicultural Affairs at Eskenazi Health and Chairperson for the Diversity Advocacy & Inclusion Council, representing several nationalities and backgrounds. As such, Dr. King provides patient navigation services of the healthcare system for Latino individuals and families and has also expanded access to services for non-English speaking patients of other ethnic groups including African, Ethiopian, and Vietnamese. She has served in leadership roles on numerous state and community organizations boards and committees. She received her B.S. and M.S. degrees in Education from Indiana University. She also received her doctorate in Adult Education from Nova Southeastern University.
- Average Hours Worked: Less than 10 hours per week.

• *Duties:* Dr. King serves as a member of the Corporation's Board of Directors, and she, with the other directors, is responsible for oversight of the Corporation as described in the Corporation's Bylaws.

Julian Harrell

Director

- Qualifications: Mr. Harrell is an attorney at Faegre Baker Daniels LLP. He has deep ties to an array of diverse communities and is passionate about creating new and impactful experiences for otherwise marginalized or disengaged demographics. He holds a bachelor's degree from DePauw University and a JD from Indiana University School of Law – Indianapolis.
- Average Hours Worked: Less than 10 hours per week.
- Duties: Mr. Harrell serves as a member of the Corporation's Board of Directors, and he, with
 the other directors, is responsible for oversight of the Corporation as described in the
 Corporation's Bylaws.

Geoffrey Fenelus

Executive Director

- Qualifications: Mr. Fenelus is an experienced educator and administrator in public and charter schools. Mr. Fenelus holds a bachelor's degree from Wheaton College and a master's degree from Long Island University.
- Average Hours Worked: 40+ hours per week.
- *Duties:* Mr. Fenelus will serve as the Corporation's first Executive Director and Principal when the School opens its doors to students in the fall of 2021. His duties in that regard will consist of managing all external and internal affairs of the School and all related duties involved in opening and running a school.

Highest Compensated Employees (Part V, Line 3a)

Geoffrey Fenelus

Executive Director/Principal

- See information above for Qualifications, Average Hours Worked, and Duties.
- Annual Compensation: \$125,000

To be determined

Director of Instruction, Curriculum, and Achievement

- Qualifications: This person will have experience in the education field and in instructional coaching and curriculum development.
- Average Hours Worked: 40+ hours per week.

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- *Duties*: The duties of this position will be to focus on observing, coaching and managing teachers and instructional coaches. This person will also assist with curriculum, instruction and use of assessments. This person will oversee the instructional components of the School.
- Annual Compensation: \$90,000

To be determined

Director of Operations

- Qualifications: This person will have experience in the education field and in school operations.
- Average Hours Worked: 40+ hours per week.
- *Duties:* The duties of this position will be to assist the Principal in the operation of the School. This person will oversee all the operational aspects of the school, including finance, budget, and human resources.
- Annual Compensation: \$85,000

EXHIBIT E

Promise Prep, Inc. c/o Geoffrey Fenelus 1630 N. Meridian Street, Suite 450 Indianapolis, Indiana 46202

Exhibit to Form 1023 (Part VIII, Lines 4a, 4d, and 11)

EXHIBIT E

FUNDRAISING ACTIVITIES

Promise Prep, Inc. (the "Corporation"), anticipates that its chief sources of funding will be perpupil local and state government funding and, to a lesser extent, federal Title I, II and III grants. Such income will be made available to the Corporation by operation of law or by agreement with Indianapolis Public Schools. In addition, the Corporation may solicit grants from government agencies and private foundations that are interested in supporting the Corporation's educational mission. The Corporation also anticipates that it may receive gifts from interested individuals and corporations.

To the extent that the Corporation engages in any fundraising activities, the vast majority of such activities likely will take place in Indiana, other than the possible solicitation of grants from foundations located outside of Indiana and agencies of the federal government. The Corporation has not yet prepared any written materials in connection with its planned fundraising activities.

The Corporation may accept contributions of real property, conservation easements, closely held securities, intellectual property, works of music or art, licenses, royalties, vehicles, and collectibles. However, the Corporation will not accept such donations if the contributor imposes conditions or requires agreements that would impede the Corporation from carrying out its charitable activities.

At this time, the Corporation has not retained any contractors or fundraising consultants to carry out fundraising on its behalf. If, in the future, the Corporation does hire a professional fundraiser to conduct fundraising, any such contractual arrangement will be approved pursuant to the process set forth in Part V, Line 4, and will satisfy all applicable legal requirements, including, but not limited to, state-level registration obligations and the provisions of Section 4958 of the Internal Revenue Code of 1986, as amended.

EXHIBIT F

Exhibit to Form 1023 (Part IX, Section A, Lines 9 and 23)

EXHIBIT F

FINANCIAL INFORMATION

Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (Line 9):

	11/14/19- 6/30/20	7/1/20 – 6/30/21	7/1/21 – 6/30/22	TOTAL
State funding	0	0	\$4,219,992	\$4,219,992
Federal funding	0	0	\$721,640	\$721,640
Other student fees	0	0	\$12,000	\$12,000
TOTAL	0	0	\$4,953,632	\$4,953,632

Any expense not otherwise classified, such as program services (Line 23):

	11/14/19 –	7/1/20 -	7/1/21 -	TOTAL
	6/30/20	6/30/21	6/30/22	
Textbooks and Other Instructional		•		
Supplies			\$50,400	\$50,400
Assessment Costs			\$25,200	\$25,200
Classroom Technology			\$141,000	\$141,000
Office Technology		\$25,000	\$5,000	\$30,000
Office Software		\$25,000	\$2,000	\$27,000
Classroom Furniture			\$50,000	\$50,000
Professional Development		\$15,000	\$30,000	\$45,000
Other Materials/Supplies/				
Equipment			\$14,000	\$14,000
Copying and Reproduction			\$24,000	\$24,000
Postage and Shipping			\$6,000	\$6,000
Student Transportation			\$250,000	\$250,000
Student Lunch			\$226,800	\$226,800
Other Student Activities/Supplies			\$116,000	\$116,000
Instructional Support Supplies			\$33,440	\$33,440
TOTAL	0	\$65,000	\$973,840	\$1,038,840



Promise Prep Background Check

PURPOSE OF BACKGROUND CHECKS

Promise Prep believes that hiring qualified individuals to fill positions contributes to the overall strategic success of [company name]. Background checks serve as an important part of the selection process at [company name]. This type of information is collected as a means of promoting a safe work environment for current and future [company name] employees. Background checks also help Promise Prep obtain additional applicant related information that helps determine the applicant's overall employability, ensuring the protection of the current people, property, and information of the organization.

POLICY:

At Promise Prep reference checks are conducted on job applicants applying for sensitive positions. These include positions involving security and financial responsibilities. Promise Prep will use a third-party agency to conduct the background checks. The type of information that can be collected by this agency includes, but is not limited to, that pertaining to an individual's past employment, education, character, finances, reputation, etc. This process is conducted to verify the accuracy of the information provided by the applicant.

Promise Prep will ensure that all background checks are held in compliance with all federal and state statutes, such as the Fair Credit Reporting Act. For example, the Americans with Disabilities Act prohibits organizations from collecting non-job-related information from previous employers or other sources. Therefore, the only information that can be collected is that pertaining to the quality and quantity of work performed by the applicant, the applicant's attendance record, education, and other issues that can impact the workplace.

Promise Prep can make inquiries regarding criminal records during the pre-employment stage, however, as part of Title VII of the Civil Rights Act of 1964, this information cannot be used as a basis for denying employment, unless it is determined to be due to job-related issues or business necessity.

Promise Prep can collect credit information on applicants consistent with the guidelines set forth by the Federal Credit Reporting Act (FCRA). The Fair Credit Reporting Act requires organizations to obtain a candidate's written authorization before obtaining a credit report. When doing this, the employer must:

- Certify to the consumer-reporting agency that the employer is in compliance with the FCRA and will not misuse the information it receives.
- Disclose to the applicant or employee, on a separate form, its plans to obtain a consumer or investigative consumer report and that the information received will be used solely for employment purposes.
- Obtain written authorization from the applicant or employee.
- Inform the individual of his or her right to request additional information on the nature of the report and the means through which such information may be obtained.
- Inform the applicant that the report will include information about the individual's character, general reputation, personal characteristics, etc.
- Provide the individual with a summary of his or her rights under the FCRA.

If the results of the credit check are negative, the organization must inform the applicant that it plans on taking adverse action, provide the applicant with a Statement of Consumer Rights from the FTC before adverse action, provide the applicant the opportunity to review a copy of their credit report, and advise the applicant of their rights



to dispute inaccurate information. Applicants should be granted a reasonable time to contest the information (approximately 3-5 days).

RECORDKEEPING:

Promise Prep guarantees that all information attained from the reference and background check process will only be used as part of the employment process and kept strictly confidential. Human resources will maintain a log that will include the position you are applying for, your name, and the date of the background check. Be aware, only appropriate human resource personnel at Promise Prep will have access to this information.

January 18, 2020

Mr. Patrick McAlister Director, Office of Education Innovation Office of the Mayor, City of Indianapolis 200 E Washington St, Suite 2501 Indianapolis, IN 46204

Dear Mr. McAlister,

My name is Hollis J. Thomas. My educational background is chocked full of valuable experiences in the field of counseling, administration and mentoring. I am a retired educator with 38 plus years of experience in the academic arena.

My career began as an educational consultant in the federal bureau of prisons and later at the university level. I spent my final 26 years working as an educator in Perry Township schools in Indianapolis (elementary, middle, high schools and alternative education). Approximately 25 seasoned professionals were recruited and hired for that school district's school desegregation program implemented under the late judge Dillin.

During my professional journey we identified and implemented critical strategies for improving processes that directly impacted outcomes. With a myriad of paradigm shifts in various educational practices and learning styles we were able to adopt and adapt to change.

Additionally, I participated in numerous research initiatives. Each one enabled me to be able deepen my appreciation for the work in praxis. The purpose of the training and research initiatives were to identify and help with the implementation of strategies and practices. The aim was to enhance learning, increase the graduation rate and student retention. We were successful at using research as a means to best practices.

Realizing that the landscape is everchanging in the academic arena the need for positive and innovative approaches to meet the needs of today's learners and their parents is essential. I recommend the holistic learning proposal being submitted by Promise Prep under the leadership of Geoffrey Fenelus. His life experiences and educational background prepared him for this opportunity.

Geoffrey is committed to short-term and long-term goals for learning for the Indianapolis metro area. I believe that the Promise Prep team can and will make a difference in the aforementioned areas. I support Geoffrey Fenelus and his team and wish them the absolute best!

Sincerely,

Hollis J. Thomas

It is my understanding that the team that will be working with the target population is prepared, committed and are continuously working to hone their best practices approach for the student population that they will serve.

As a committed and active (**business owner, parent or community member**) in the city of Indianapolis, I am pleased to write this letter in support of Promise Prep application for a charter school in Indianapolis. I believe in the work Promise Prep, Inc. is doing and have a great deal of respect for the founding leader Geoffrey Fenelus. I am excited to **partner/support** with them as they increase the quality of education in our city. I believe in the vision and mission of Promise Prep, Inc., and I know that it will serve the community well.

I am excited about the plans for using rigorous academics to educate and develop children holistically. The combination of these elements, as well as the way the school will prepare each child for college and beyond, is unique. Promise Prep is an incredible model for our city, specifically for children who are underserved and low income. Wherever Promise Prep lands in Indianapolis, I firmly believe the families, community and neighborhood around the school will be greatly enhanced. I am proud to stand beside this endeavor in support.

Sincerely,

Signature
Full Name
Organization



January 21, 2020 Mr. Patrick McAlister Director, Office of Education Innovation Office of the Mayor, City of Indianapolis 200 E Washington St, Suite 2501 Indianapolis, IN 46204

Dear Mr. McAlister,

As a committed and active business owner in the city of Indianapolis, I am pleased to write this letter in support of Promise Prep application for a charter school in Indianapolis. I believe in the work Promise Prep, Inc. is doing and have a great deal of respect for the founding leader Geoffrey Fenelus. I am excited to partner with them as they increase the quality of education in our city. I believe in the vision and mission of Promise Prep, Inc., and I know that it will serve the community well.

Over the last year, I have experienced and witnessed Geoffrey's commitment to youth in our city. He has spent time volunteering, mentoring, and making genuine connections with the young men in my program. Through these connections his passion is evident and he in on a path to change the trajectory for some of the most vulnerable youth in our city. Our organization utilizes healing-centered engagement strategies in serving our youth and families, and Mr. Fenelus' demonstration of empathy and patience has been an asset to our community.

I am excited about the plans for using rigorous academics to educate and develop children holistically. The combination of these elements, as well as the way the school will prepare each child for college and beyond, is unique. Promise Prep is an incredible model for our city, specifically for children who are underserved and low income. Wherever Promise Prep lands in Indianapolis, I firmly believe the families, community and neighborhood around the school will be greatly enhanced. I am proud to stand beside this endeavor in support.

Sincerely,

Kia L. Wright M.S.

Founder, Executive Director

VOICES Corporation



Global Preparatory Academy @ Riverside 44

Unlocking the world through language, experiential learning and love

January 18, 2020

Dear Patrick McAlister,

I am pleased to provide a letter of support for Geoff Fenelus, the founder of Promise Prep Inc.. Geoff comes to Indianapolis with a track record of success serving students in urban communities in Brooklyn, New York. I met Geoff two years ago when we both participated in Relay's National Principal Fellowship. His desire for excellence and his commitment to students are what drew those in our fellowship towards him and are the reasons why I am proud to support him opening Promise Prep Inc.

It is important to know that Geoff did not come to Indianapolis to simply open a school. He came to transform students' lives and develop deep roots in our community. Since moving his family to Indianapolis he has volunteered his time and expertise in various schools to learn with and from leaders doing the work that he will be doing at Promise Prep Inc.. Geoff has worked with our staff at Global Prep Academy at Riverside 44 providing coaching support to teachers and leaders as well as delivering professional development. When observing Geoff at work, it is hard not to become excited about how his passion and expertise will transform the community lucky enough to have Promise Prep Inc. in their backyard. The city of Indianapolis is fortunate to have Geoff Fenelus as the newest educational leader and champion to join the fight for transforming schools and communities who need him the most.

If I can provide any additional information of means of support for Geoff Fenelus and Promise Prep Inc., please let me know.

Sincerely,

Mariama Shaheed

Mariama Shaheed Founder and CEO Global Preparatory Academy

> 2033 Sugar Grove Avenue, Indianapolis, Indiana 46202 Phone: 317.226.4244 | Fax: 317.226.3469 | www.globalprepindy.org

To Whom It May Concern -

My name is Ben Hughes, Director of Recreation for Tabernacle Presbyterian Church since 2006. Tab Recreation is an inner-city recreation program that was formed in 1924. Our mission is to teach the fundamental of faith, character, and sports.

This letter is in support of Geoffrey Fenelus, a volunteer at Tab Recreation. Geoffrey could easily be defined as the perfect youth coach/volunteer; he is enthusiastic, energetic, knowledgeable, and accessible. His volunteerism over the last year has included soccer, basketball academy, basketball, and refereeing. In a program that functions completely via volunteer coaches, Geoffrey has "jumped" completely into the mix and immediately has stood out as a leader and educator. His desire to make sure youth are having fun and learning the fundamentals of the sport makes him invaluable to this organization.

Geoffrey's focus is on Central Indiana youth. When first meeting Geoffrey you will clearly see that demonstrated; through his desire to inspire and educate those that are around him. I have been active in inner-city youth sports for almost 29 years and rarely see this level of determination, enthusiasm, and desire.

Please contact me at 317-213-4464 (cell) or ben.hughes@tabpres.org if you have additional questions.

Kind Regards,

Ben Hughes 418 E 34th Street

Indianapolis, Indiana 46205

317-213-4464 (cell) | 317-926-9426 | <u>ben.hughes@tabpres.org</u>



January 7, 2020 Alison Banks, Partner The Artistry Group 652 E. 52nd St. Indianapolis, IN 46205

Dear Mr. McAlister,

As a committed and active community member in the city of Indianapolis, I am pleased to write this letter in support of Promise Prep's application for a charter school in Indianapolis. I believe in the work Promise Prep, Inc. is doing and have a great deal of respect for the founding leader Geoffrey Fenelus. I believe in the vision and mission of Promise Prep, Inc., and I know that it will serve the community well.

I am excited about the plans for using rigorous academics to educate and develop children holistically. The combination of these elements, as well as the way the school intends to prepare each child for college and beyond, is unique. Promise Prep is an incredible and unique model for our city, specifically for children who are underserved and considered low income. Wherever Promise Prep lands in Indianapolis, I firmly believe the families, community and neighborhood around the school will be greatly enhanced. I am proud to stand beside this endeavor in support.

Sincerely,

Alison Banks

The Artistry Group

Alison M. Banks



1/22/2020 Mr. Patrick McAlister Director, Office of Education Innovation Office of the Mayor, City of Indianapolis 200 E Washington St, Suite 2501 Indianapolis, IN 46204

Dear Mr. McAlister,

I am pleased to write this letter on behalf of Up2Us Sports in support of Promise Prep's application for a charter school in Indianapolis. I believe in the work Promise Prep, Inc. is doing and have a great deal of respect for the founding leader Geoffrey Fenelus. I am excited to partner with them as they increase the quality of education and youth sports and play programming in our city. I believe in the vision and mission of Promise Prep, Inc., and I know that it will serve the community well.

I am excited about the plans for using sports based youth development, in addition to rigorous academics, to educate and develop children holistically. The combination of these elements, as well as the way the school will prepare each child for college and beyond, is unique. Promise Prep is an incredible model for Indianapolis, specifically for children who are underserved and low income. Wherever Promise Prep lands in Indianapolis, I firmly believe the families, community and neighborhood around the school will be greatly enhanced. I am proud to stand beside this endeavor in support.

Sincerely,

Jack Callahan, LCPC

Asst. Director of National Development

Up2Us Sports



January 9, 2020 Mr. Patrick McAlister Director, Office of Education Innovation Office of the Mayor, City of Indianapolis 200 E Washington St, Suite 2501 Indianapolis, IN 46204

Dear Mr. McAlister,

I am pleased to write this letter in support of Promise Prep's application for a charter school in Indianapolis. I believe in the vision and mission of Promise Prep, Inc. and have a great deal of respect for the founding leader Geoffrey Fenelus. I write to express my full support, and the support of the Lavinia Group, for the approval of Promise Prep, Inc. to serve students in Indianapolis.

In my experience working closely with Mr. Fenelus for the past 3+ years, he has proven deeply committed to providing students with an exceptional education experience; one that provides excellent academic opportunities as well as enrichment opportunities for exploring the arts, music, sports, and more. I am excited about the plans for Promise Prep to use rigorous academics and enrichment to educate and develop children holistically. The combination of these elements, as well as the way the school will prepare each child for college and beyond, is unique and will serve as an incredible model for Indianapolis, specifically for children who are underserved and low income.

As an organization that works to support schools across the country to deliver exceptional educational outcomes for students of all backgrounds, we believe that the approval of Promise Prep to serve students in Indianapolis would be a benefit to the families, community, and neighborhood around the school, wherever Promise Prep lands in Indianapolis. We are proud to stand beside Mr. Fenelus and the Promise Prep team in support of this endeavor and are excited to partner with them as they increase the quality of education in Indianapolis.

Sincerely,

Elizabeth Zhang

Senior Education Consultant

Lavinia Group



January 6, 2020

Mr. Patrick McAlister Director,

Office of Education Innovation Office of the Mayor, City of Indianapolis

200 E Washington St, Suite 2501

Indianapolis, IN 46204

Dear Mr. McAlister.

As a committed and active community advocate, parent and business owner in the city of Indianapolis, I am pleased to write this letter in support of Promise Prep application for a charter school in Indianapolis. I believe in the work Promise Prep, Inc. is doing and the impact the school will have on youth and families in Indianapolis. After spending a lot of time with founding leader Geoffrey Fenelus. I am excited to partner/support Geoffrey and his team as they increase the quality of education in our city. I believe in the vision and mission of Promise Prep, Inc., and I know that the school and staff will serve the community well.

Geoffrey's plans for using rigorous academics to educate and develop children holistically is much needed at our schools. The combination of these elements, as well as the way the school will prepare each child for college and beyond, is unique. Promise Prep is an incredible model for our city, specifically for children who are underserved and low income. Wherever Promise Prep lands in Indianapolis, I firmly believe the families, community and neighborhood around the school will be greatly enhanced. I am proud to stand beside this endeavor in support.

Sincerely,

Emil Ekiyor

Emil Ekiyor

InnoPower LLC

January 11, 2020 Mr. Patrick McAlister Director Office of Education Innovation Office of the Mayor, City of Indianapolis 200 E Washington St, Suite 2501 Indianapolis, IN 46204

Dear Mr. McAlister,

I am pleased to write this letter in support of the Promise Prep application for a charter school in Indianapolis. I first met Geoffrey Fenelus when he arrived in our community and had proactively reached out to schedule time with me to learn more about the innovative educational programming we provide schools throughout central Indiana. I continue to be impressed with his desire to form collaborative relationships with resources like ours as he has worked to develop the prospectus for Promise Prep with the goal of opening in the fall of 2021.

Nine13sports is excited to partner with Promise Prep as they prepare for their opening for several reasons. We believe in Geoffrey's leadership capabilities that will be tested throughout the launch of this new educational institution. Through our ongoing conversations we've been impressed with his desire to leverage a holistic educational approach that is valued based and will result in each child having the best opportunity to become a productive member of society. Lastly, the community focus I've heard Geoffrey speak of numerous times is of great interest to us as we continue to work towards developing the youth of today into the Indianapolis community leaders of tomorrow.

I am excited about the plans for using rigorous academics to educate and develop children through a holistic approach. Promise Prep has the potential to be an incredible model for our city and those in the area surrounding the school will also benefit from the community centric approach.

We are excited about the potential to serve the Promise Prep students through the delivery of multiple Nine13sports programs that create engaging experiential learning environments for teachers to utilize as they find unique ways to connect with the kids and help them learn.

Sincerely,

Nathan Smurdon

Chief Partnerships & Strategy Officer

Mha Side

Nine13sports

www.nine13sports.org

12/31/2019 Mr. Patrick McAlister Director, Office of Education Innovation Office of the Mayor, City of Indianapolis 200 E Washington St, Suite 2501 Indianapolis, IN 46204

Dear Mr. McAlister,

As a school leader in Indianapolis, I am honored to write a letter in support of Promise Prep. Over the last few months, I have had the privilege of getting to know Geoffrey Fenelus, and I can honestly say that his drive, integrity, and passion for this work is a necessity in this city. I not only believe that Promise Prep, Inc. will serve this city and our students well, but I believe that it will become one of the many models in this state as to what strong instruction and a deep belief in students can achieve.

Geoffrey's strong track record of success and hunger to continue to grow as a leader motivates each teacher and leader he comes into contact with, and I have no doubt that he will continue to raise the bar in this city. Regardless of where his school is located, I know that he will create a school that is a beacon of light that involves students, community members, and families in truly meaningful ways. I am proud to stand beside this endeavor in support.

Sincerely,

D. Spancar
David Spencer

School Leader, KIPP Indy Legacy High



January 20, 2020

Mr. Patrick McAlister Director, Office of Education Innovation Office of the Mayor, City of Indianapolis 200 E Washington St, Suite 2501 Indianapolis, IN 46204

Dear Mr. McAlister,

As a committed and active non-profit leader and educator in the city of Indianapolis, I am pleased to write this letter in support of Promise Prep application for a charter school in Indianapolis. I believe in the work Promise Prep, Inc. is doing and have a great deal of respect for the founding leader Geoffrey Fenelus. I am excited to partner with them as they increase the quality of education in our city. I believe in the vision and mission of Promise Prep, Inc., and I know that it will serve the community well.

I am excited about the plans for using rigorous academics to educate and develop children holistically. The combination of these elements, as well as the way the school will prepare each child for college and beyond, is unique. Promise Prep is an incredible model for our city, specifically for children who are underserved and low income. Wherever Promise Prep lands in Indianapolis, I firmly believe the families, community and neighborhood around the school will be greatly enhanced. I am proud to stand beside this endeavor in support.

Sincerely,

Michael J. Johnson

Founding Director, Kids Dance Outreach

Michael J. Johnson



January 27, 2020

Mr. Patrick McAlister, Director
Office of Education Innovation, Office of the Mayor
City of Indianapolis
200 East Washington Street, Suite 2501
Indianapolis, IN 46204

Dear Mr. McAlister:

As a committed and active leader in the city of Indianapolis, I am pleased to write this letter in support of Promise Prep's application for a charter school in Indianapolis. I am excited about Promise Prep's plans for using rigorous academics to educate and develop children holistically. The combination of these elements, as well as the way the school will prepare each child for college and beyond, is unique. Promise Prep is a great model for our city, particularly for underserved and low income children. I am excited to support this endeavor in whatever ways that I can.

Sincerely,

Tanya Mckinzie

President & CEO

Indiana Black Expo, Inc.



January 7, 2020

Mr. Patrick McAlister Director, Office of Education Innovation Office of the Mayor, City of Indianapolis 200 E Washington St, Suite 2501 Indianapolis, IN 46204

Greetings Patrick:

Please accept this letter as indication of my enthusiastic support for Mr. Geoffrey Fenelus and Promise Prep Inc's pursuit to create a high quality school option for our students. As you are aware, the Edna Martin Christian Center has long established its support for innovative ideas and collaborations that stimulate positive outcomes for our youth. Having has the opportunity to engage Mr. Fenelus first and foremost as a visionary leader and educator, I believe in the potential that Promise Prep offers to serve our community in a quality manner.

I am particularly excited about the plans for using rigorous academics to educate and develop children holistically. The combination of these elements, as well as the way the school will prepare each child for college and beyond, is unique. Promise Prep is an incredible model for our city, specifically for children who are underserved and low income. While its location has not been determined, I maintain every faith in the Promise Prep team to commit considerable resources and diligence to the identication of a site that will be firmly rooted in its surrounding community. As a result, I believe community stakeholders will support this effort wherever Promise Prep lands. For our part, EMCC stands ready to assist toward that goal. Thanks in advance for your consideration.

Sincerely,

Barato Britt President/CEO



PROMISE PREP SCHOOL

FINANCE & OPERATIONS POLICY MANUAL



www.promiseprepindy.org

UPDATED MAY 2020

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ACRONYMS AND ABBREVIATIONS

ADM Average Daily Membership

AP Accounts Payable

AR Accounts Receivable

BOD Board of Directors

CC Credit Card

COA Chart of Accounts

CPA Certified Public Accountant

DOO Director of Operations

ED Executive Director
FC Financial Consultant

FDIC Federal Deposit Insurance Corporation
GAAP Generally Accepted Accounting Principles

IDOE Indiana Department of Education

IPS Indianapolis Public Schools
IRS Internal Revenue Service

OEI Office of Education Innovation (Mayor's Office)

PO Purchase Order

QB Quickbooks

SBOA State Board of Accounts

PREFACE

The purpose of this Finance and Operations Policy Manual is to provide guidance for all Financial and Operations policies and procedures conducted on behalf of Promise Prep. All policies contained herein have been approved and reviewed by the governing body and the Promise Prep's Board of Directors.

The purpose of this policy and procedure manual is to:

- 1. Establish school-adopted policies and procedures to abide by;
- 2. Establish standards and expectations for any staff of Promise Prep in which these policies or procedures would apply;
- 3. Serve as a manual and guide in all matters concerning Finance and and Operations of Promise Prep;
- 4. Protect all assets of Promise Prep;
- 5. Establish compliance requirements with all federal and state agencies in which Promise Prep must report and be held accountable.

The Executive Director has the responsibility for administering these policies and ensuring compliance with procedures that have been approved by the Board of Directors. Exceptions to written policies may only be made with the prior approval of the Board's Finance Committee and/or Board of Directors, if applicable. At any time, The Board of Directors may approve changes or amendments to these policies and procedures. A complete review of the policies and procedures shall be conducted annually. After review, the Executive Director must submit a draft of the updated policy manual showing a tracking of the changes being submitted for approval. A formal approval must be obtained from the Board of Directors. A copy of the manual must be kept on-site at the school at all times and an electronic copy must be properly filed on the School's secured network drive.

All positions with financial related responsibility are expected to be familiar with and operate within the parameters of these policies and guidelines. At any point, if a staff member is aware of misconduct to any of the policies or procedures contained herein, they are responsible for reporting such activity to the Executive Director and/ or Board of Directors.

I. SCHOOL OVERVIEW

VISION

Our vision is that Indianapolis will become a city that delivers on the promise of equitable education for all children so that we end generational poverty.

MISSION

Promise Prep's mission is to ensure all students, regardless of their family's income, race, or zip code have access to a high-quality education that enables them to become critical thinkers, have choices, capitalize on opportunities, and secure continuing economic advancement to positively impact their community.

At Promise Prep, we achieve our mission through these shared values:

- 1. We Serve: We serve students and their families first. Our priority is their success.
- **2. Results over Reasons:** Above all, student achievement is extremely important to us and the reason we exist. Each staff member is responsible for our students' success.
- **3. Integrity:** We are fair and treat people with respect and dignity. We are open and transparent.
- **4. Growth Mindset**: We seek a better way always. We are engaged in an ongoing cycle of goal setting, action, measurement, and reflection.
- **5. Obstacles into Opportunities**: We don't give up. If it doesn't work, we fix it. We find a way.
- **6. Joy and Humor**: Our positive, caring culture supports student and staff success. We love, we learn, we laugh, and we lead.
- **7. Truth over Harmony:** We face reality, use data to inform our decisions, communicate honestly and respectfully, and hold each other accountable.
- **8. One Team:** We are in this together. We may disagree, but at the end of the day, we support each other 100%.

We are also committed to the following school model:

Promise Prep Approach	
College and Career Prep	We believe in the unique potential of our students. With love and high expectations, we support them in finding their own paths to success. Whether they want to attend college or start their career right after graduation, we make sure our students are prepared for both so they can make the choice that's right for them.
Rigorous and Engaging Instruction	Our academic program is designed to bring students rigorous, engaging instruction in a fun, joyful environment. We do that through a relationship-driven classroom culture, thoughtful use of data, and a continuum of student support. The foundation of our approach is a comprehensive investment in faculty development.

Well-Rounded Education For All Students	Not only should school be academically rigorous, it should also be fun, safe, and structured. From arts, sports, and recess to character development, we infuse the student experience with numerous opportunities to develop interests, hobbies, and passions in and out of the classroom. We are also deeply committed to being culturally responsive.
Family and Community Partnership	Families are a child's first and most important teachers. Together, we are partners in education. Our doors are always open and we encourage families and community partners to stop by anytime to see what's happening in the classroom or to talk to school leaders and teachers.

CONTACT INFORMATION

Geoffrey Fenelus, Executive Director 1630 N. Meridian St. Suite 450 Indianapolis, IN 46202 347.752.0044 *cell* www.promiseprep.org

CHARTER APPLICATION/ APPROVAL

Insert a link to the school's approved Charter School Application here.

AUTHORIZER

Promise Prep is formally authorized by:

OFFICE OF EDUCATION INNOVATION (OEI)
City County Building

200 E. Washington St.

2501

Indianapolis, IN 46204 Email: oei@indy.gov Phone: 317.327.3601

Web: https://www.indy.gov/agency/the-office-of-education-innovation

BOARD OF DIRECTORS

The Promise Prep Board of Directors serves as the governing body of the organization. Board Meetings are held every month. Each month, the agenda will posted at the main entrance of

the school building and on our website, <u>www.promiseprep.org</u>. For more information regarding the Board responsibilities and oversight, please see the Board Policy Manual.

BOARD OF DIRECTORS LIST - 2020-21 SCHOOL YEAR

Board Title	Name	Contact Info
Board Chair	Adam Milakofsky	Board@promiseprepindy.org
Board Member	Kelli Marshall	Board@promiseprepindy.org
Board Member	Susan Appell	Board@promiseprepindy.org
Board Member	Gloria King	Board@promiseprepindy.org
Board Member	Myke Spencer	Board@promiseprepindy.org
Board Member	Julian Harrell	Board@promiseprepindy.org

School Administration

Executive Director/Principal Operations

Geoffrey Fenelus gfenelus@promiseprepindy.org lbrown@promiseprepindy.org 347-752-0044 **Director of**

Leland Brown

409-877-8799

Assistant Principal

Kristy Jones kjones@promiseprepindy.org 317-503-2363

II. FINANCIAL POLICIES

INTRODUCTION

The Financial Policies contained in this section serve as a framework to ensure the maintenance of accurate financial records. In addition, these policies serve as a guideline on how to conduct all finance-related matters.

The following are general financial and compliance guidelines for Promise Prep:

- 1. The Fiscal Year for the Organization shall be July 1 June 30.
- 2. The Director of Operations, in conjunction with a third party financial consultant as approved by the Board of Directors and/ or Finance Committee, will be responsible for maintaining the accounting system and ensuring the policies and procedures in this manual are followed within the financial function.
- All revenue, expenses, and balance sheet account coding within the accounting system shall be consistent with the Indiana State Board of Accounts (SBOA) Chart of Accounts. Reference: <u>SBOA Charter School Manual</u>
- The Executive Director and Director of Operations will be responsible for ensuring that all financial policies and procedures outlined in this document are followed at the School level.
- The Executive Director and Director of Operations will maintain any required documentation, whether paper or electronic, per these policies and procedures in an organized manner.

ACCOUNTING METHODS

Accounting is a system that measures business activities, processes information into reports, and communicates findings to decision makers. Two major controls of an accounting system are accurate posting of transactions and adequate account review and reconciliation.

Inadequate controls over an organization's accounting system could result in:

- Misstated financial reports
- Inaccurate and unreliable financial records

Best Practices:

- Train employees on performing accounting functions
- Ensure that proper segregation of duties exists within the accounting function
- Document authority to create an expectation of responsibility and accountability
- Review transactions, adjusting journal entries, and reports for accuracy, completeness, and timeliness

- Reconcile accounts monthly
- Document the review and approval of reconciliations
- Ensure that individuals performing account reconciliations are independent of the cash receipts or cash disbursements process.
- Identify and correct reconciling items, errors, and omissions on a timely basis.
- Ensure that automated accounting systems have the proper level of input and processing controls to ensure the integrity of the financial data being reported.

Promise Prep will follow the Generally Accepted Accounting Principles (GAAP) for accurate accounting records and reporting requirements. In addition, the school staff will become familiar with applicable accounting procedures to accurately account for and track all financial related matters in the chosen accounting system. An accrual-basis accounting system will be used.

In addition, the school will be responsible for complying with any Cash-Basis reporting requirements, if applicable.

REPORTING AUTHORITIES

The Executive Director and Director of Operations will be responsible for complying with any and all guidelines to the following required reporting agencies and/ or organizations:

- 1. Indiana Department of Education (IDOE)
- 2. Charter School Authorizer (See Section I)
- 3. Internal Revenue Service (IRS)

The Executive Director and Director of Operations will be responsible for contacting the above organizations with any questions regarding compliance and reporting requirements.

LINES OF AUTHORITY

Promise Prep will use the following as a guide for authority in decision making for the organization. Any exceptions to these outlined rights must first be approved by the Board of Directors with a formal vote. Note: In the event that the school does not have a Finance Committee, all items under the Finance Committee will be assigned to the Board of Directors.

Board of Directors

- 1. Execute any policies it deems to be in the best interest of the Organization within the parameters of the Organization's articles of incorporation, bylaws, or federal, state, and local law.
- Approve Executive Director's salary after receiving recommendation from The Finance Committee

Finance Committee

- 1. Review of the Organization's financial statements on a monthly, quarterly and annual basis
- 2. Work in conjunction with the Executive Director and the Director of Operations and

- board approved third party financial consultant to develop a draft budget
- 3. Review & approve the final annual budget; recommend approval to full Board
- 4. Recommend CPA firm to complete audit to Board for final approval
- 5. Based on a reasonable comparison of similar salaries in the market, recommend Executive Director's salary to the full Board.
- 6. Review & approve contracts that are: 1) in excess of \$10,000 for any one year; 2) in excess of \$10,000 in total value; or 3) longer than two years in duration.
- 7. Review and approve any changes to this document

Executive Director

- Make spending decisions within the parameters of the approved budget up to a \$10,000 threshold
- 2. Sign checks in accordance with the Accounting Policy and Procedures contained herein
- 3. Employ and terminate all personnel
- 4. Approve all salary levels
- 5. Oversee the budget process for Board approval
- Create and amend financial and operating procedures and controls; subject to the approval of the Finance Committee
- 7. Make decisions regarding the duties and accountabilities of all personnel and the delegation of decision-making authority
- 8. Recommends salary levels for school personnel

Director of Operations

- 1. Manage non-instructional finance and operational duties of the school
- 2. Properly oversee and manage all daily financial tasks
- 3. Properly manage, complete and submit all required reporting compliance items
- 4. Manage maintenance services for all grounds and facilities
- 5. Manage vendor/service provider contracts
- 6. Oversee purchasing of material, supplies and services for the school
- 7. Collaborate with Executive Director in developing the school's annual budget

SEGREGATION OF DUTIES

Segregation of duties is a primary concept in a system of internal control. Adequate segregation of duties reduces the likelihood that errors (intentional or unintentional) will be detected. The basic idea underlying segregation of duties is that no employee or group should be in a position both to perpetrate and to conceal errors or fraud in the normal course of their duties.

One person should not be able to initiate, record, authorize, execute, and review a transaction. Reconciliations should be performed by a person independent of the basic process.

If an adequate segregation of duties does not exist, the following could occur:

- Misappropriation of assets
- Misstated financial statements
- Inaccurate financial documentation (i.e., errors or irregularities)
- Improper use of funds or modification of data could go undetected

Best Practices:

- Design a system of checks and balances to decrease the likelihood of errors and irregularities.
- The level of risk associated with a transaction should be considered when determining the best method for segregating duties.
- Document and clearly communicate who will initiate, submit, process, authorize, review and/or reconcile each activity
- Assess the potential for mistakes or fraudulent transactions.
- If the segregation of duties is not sufficient to eliminate or adequately reduce the risk of discovering errors, management's review should be increased.

SAFEGUARDING ASSETS

Assets are the economic resources of the school that are expected to be of benefit in the future. Assets include cash, office supplies, equipment, furniture, buildings, and land. Protective measures must be taken to ensure that assets are maintained in a properly controlled and secured environment and include administrative, physical, and technical security. Assets and records should be kept secure at all times to prevent unauthorized access, loss, or damage. The security of assets and records is essential for accurate operations.

If safeguards are not in place the following could occur:

- Unauthorized transactions or processing
- Lost or misplaced assets or records/information
- Theft
- Fraud
- Loss of revenue or increased expenses
- Improper disclosure of private information
- Penalties for violating privacy laws

Best Practices:

- Designate a point person to establish responsibility and accountability for security.
- Store all assets in a secure, locked area.
- Store cash in a locked, preferably fireproof safe.
- Maintain accurate lists of equipment to reduce the risk of misplacement or personal use.
- Restrict access to data and other assets to a limited number of individuals within the department or organization.
- Ensure proper access controls are in place (i.e., user IDs and unique passwords that must be changed frequently).

FORM 990

The Independent CPA firm will be hired to perform auditing services and for the Form 990 preparation. The Independent CPA firm shall be engaged to present annual audit findings and management letter comments to the Board. The Executive Director shall sign and certify that the IRS form 990 is accurate and complete. The Board shall review and approve the Form 990 prior to submission to the IRS. The Independent CPA Firm will submit the board

approved documents to the IRS and provide the school with a copy of the confirmation of submission along with the submitted documents. An electronic copy of the submitted Form 990 will be kept on-site at the school in a secured electronic storage system.

ANNUAL AUDIT

Promise Prep will conduct an annual audit each year by an independent CPA firm. The Board will approve the selection of the firm to conduct the annual audit. Audited financial statements are prepared in accordance with Generally Accepted Accounting Principles (GAAP). The Executive Director and Director of Operations will be responsible for scheduling the Audit after the CPA Firm has been selected. The Audit should be scheduled between the months of August-October that follow the end of the fiscal year. The school, third-party financial consultant and CPA Firm will be responsible for being on-site during the Annual Audit. All parties should schedule 1-4 days in order to complete the audit in a timely manner. Any items not completed and/or additional requests following the on-site visit will be the responsibility of the CPA Firm, Executive Director, Director of Operations and third party financial consultant.

In addition to the audit of the annual financial statements, the auditors may be asked to test supplementary information required by Indiana State Law and may also be required to complete an A-133 Single Audit of federal funds if Revenue is over \$750,000 within the fiscal year. In conjunction with the auditors, the Executive Director is responsible for compliance with federal, state, and local reporting required for non-profit organizations and reporting for organizations that are recipients of federal, state, and local grants.

Once all audit items are complete, the Independent CPA Firm will provide a draft of the Audited Financial Statements and the Supplemental SBOA Audit Report. An exit conference call will be held between all parties, including the Board Chair, to review the Drafted Audit Documents. The school will be responsible for providing an Audit Response in the event of Audit Findings. The School will work to rectify any findings and adjust policies and procedures accordingly.

Final Audited Financial statements will be submitted to the Indiana State Board of Accounts by December 31st. The Executive Director will submit the final audit reports to the Charter School Authorizer by December 31st to the proper reporting platforms. Final Audited Financial Statements and reports should be kept in a secured electronic file at the school level.

Audit Resources:

- SAMPLE AUDIT CHECKLISTS
- GUIDELINES FOR THE AUDITS OF CHARTER SCHOOLS
- INTERNAL CONTROL MANUAL
- INFORMATION TECHNOLOGY MANUAL
- <u>CHARTER SCHOOL MANUAL</u> (Scroll down page; Under Uniform Compliance Guideline)

CHART OF ACCOUNTS

A chart of accounts is a list of accounts that have specific names and codes. Promise Prep will use these prescribed accounts set by the SBOA to track the funds that are received (income or revenue) and the money that goes out (expenses or expenditures) via the school's chosen accounting system. The chart of accounts helps to assign income and expenses to specific places for reporting and tracking purposes. The Financial Consultant will ensure the proper Chart of Accounts is uploaded into the accounting system and perform a crosswalk to the Chart of Accounts in the event that the SBOA makes updates.

For example, when something is purchased with school funds, it must be categorized into one of the accounts in the chart of accounts. If \$1,000 is spent on Elementary classroom supplies, those funds must be coded to that specific account in the chart of accounts. For the SBOA Chart of Accounts, that account name and code would be 11100.611: Elementary Instruction. Classroom Supplies. This particular account is for any expenses spent directly on Elementary Instructional Classroom Supplies. (Note: Accounts will differ by grade levels served).

Promise Prep will reach out to a local CPA Firm and/or Financial Consultant regarding questions about the Chart of Accounts. Promise Prep is required to use the Chart of Accounts that is prescribed by the State Board of Accounts (SBOA).

As you think about your accounting system, spend time learning the SBOA Chart of Accounts. Again, charter schools which are their own LEA are REQUIRED to follow the prescribed Chart of Accounts established by the <u>State Board of Accounts</u>.

Chart of Accounts Resources:

- SBOA Charter School Manual
- SBOA Chart of Accounts Presentation New Chart of Accounts Effective 1/1/2019

FINANCIAL REPORTING

The Executive Director and Director of Operations will work in conjunction with the Financial Consultant regarding proper and timely Financial Reporting. Ultimately, it is the responsibility of the school administration and Board of Directors to ensure that all compliance requirements and timelines are met in regards to financial reporting requirements.

Here is an overview of specific financial reporting requirements:

- Form 9 Due twice a year 30 days after December 31st and June 30th
- 100R Annual report due by January 31st
- Annual Audit Due by December 31st each year
- 1099's Due to Independent Contracts by January 31st
- OEI Authorizer Quarterly Reports Due via CAP
- OEI Performance Framework

Please note: These reporting requirements are not all inclusive. It is the responsibility of the Executive Director and Director of Operations to stay up-to-date with updates, changes and additional reporting requirements through all oversight organizations.

FINANCIAL STATEMENTS

Promise Prep will obtain Financial Statements from the Financial Consultant on a monthly, quarterly and annual basis. Financial Statements will be reviewed by the Executive Director and Director of Operations. Once deemed accurate, the Executive Director will provide financial statements to the Board of Directors for review and approval.

The following financial statements will be provided monthly, quarterly and annually:

- Balance Sheet
- Profit and Loss Statement (by Class)
- Cash Flow Projections (12 month minimum)
- Budget Vs. Actual Reports
- Trial Balance
- Add'l reports, as requested by the school

INTERNAL CONTROL STANDARDS POLICY

Each school that operates as a separate LEA is required to adopt the Internal Control Standard set by the SBOA. The adoption of this standard must occur and appear in board-approved minutes in preparation for the annual audit. The school is responsible for ongoing training and certification of any staff members that would apply according to the set compliance guidelines. SBOA's Internal Control Standard Training should be completed for each staff member that handles cash on-site. The Executive Director and Director of Operations are responsible for ensuring completion of the training takes place. Promise Prep understands that if training is not completed, Promise Prep will receive a finding in it's Annual Audit.

Promise Prep will follow the below guidelines and properly file the completed Certification forms for each staff member electronically and with paper documentation.

SBOA Internal Control Standards Training Process:

- Guidelines and Overview
- Training Requirements
- Training Video
- Certification Form

CASH AND INVESTMENT POLICY

All cash should be held in a bank properly insured by the FDIC. The Finance Committee will determine when the Organization's assets should be invested according to the approved

investment policy. The Board or outside investment consultant will research several investment options to determine the best rates of return and maturities based on current cash projections. A recommendation will then be made to the Finance Committee. The Finance Committee has final approval on the investment allocations after consultation with investment advisors. No investments will be retired or converted to cash without a Finance Committee and/ or Board approval first.

CREDIT CARD POLICY

It is the responsibility of Promise Prep to properly document and review all credit card purchases, including Itemized Receipts. Promise Prep and the Financial Consultant will work together to properly categorize and code purchases for accurate Financial Reporting - Monthly, Quarterly, and Annually, as necessary and required by the Board of Directors, Authorizer and Audit Firm, respectively. Promise Prep will obtain approval of any additional cardholders not mentioned in the list below.

Promise Prep has authorized and approved the following individuals as Corporate Cardholders:

- Executive Director
- Director of Operations

It is the responsibility of the Executive Director, Director of Operations to review all receipts and transactions. The DOO should double-check that all receipts and back-up documents have been turned in with each statement in proper order. It is the responsibility of each cardholder to properly maintain documentation and receipt back-up of all corporate credit card purchases for School purposes only.

In the event, a receipt is missing, the Director of Operations will follow up with the cardholder as an effort to obtain proper documentation.

Each cardholder will comply with the Purchasing Policies and approval thresholds. In addition, the Credit Card will not be used as a method to bypass accounting methods. Promise Prep will process purchases via check first and whenever possible.

PROCUREMENT/ PURCHASING & DISBURSEMENT POLICY

Purchase Orders

A purchase order system will be used for all purchases of goods and services that meet the guidelines as outlined in the Purchasing Procedures in this manual, if a purchase order is required by Vendor. Purchase Orders will be created and maintained in the accounting software.

The purchase policies and procedures ensure that all purchases are properly approved in accordance with the guidelines in this manual and within spending limits of the most recent approved budget. This will minimize the Organization's liability from purchases other than those approved in the budget.

Invoice Approvals

All purchases, including invoices, receipts, automatic deductions and/or expenditures must

have an SBOA Approved AP Voucher or Invoice Approval Form before the purchase is made or a check is issued up to an amount of \$10,000. Each AP Voucher/ Invoice Approval Form must be signed by a minimum of *two* of the following administrative positions:

- a. Executive Director
- b. Director of Operations
- c. Principal

All purchases above a \$10,000 threshold must obtain a third signature on the AP Voucher/Invoice Approval Form from the Board Chair or the Board Treasurer.

All payroll processed is exempt from an AP Voucher/ Invoice Approval Form since salaries are approved within the School's Budget.

Following the purchase guidelines as listed above, a properly documented purchase will and must contain an AP Packet in the following order:

- 1. Completed <u>AP Voucher/ Invoice Approval Form</u> with Two Signatures (Third Signature required for any purchase over \$10,000)
- 2. Invoice(s), Itemized Receipt(s) and any add'l pertinent back-up documentation
- 3. Purchase Order, if applicable
- 4. Packing Slip, if applicable
- Note: One AP Voucher/ Invoice Approval Form must match the amount of check issued. If multiple invoices are included in one payment, then each invoice must be included and listed on the AP Voucher/ Invoice Approval Form

The procedures contained in this manual ensures proper internal controls to ensure that cash disbursements are appropriate business expenses and properly authorized. Internal controls include disbursing funds consistent with the Purchasing Policy & Procedures in this manual; proper security in the handling of disbursement checks; complete documentation supporting disbursements; and appropriate authorized check signers.

CAPITALIZATION POLICY

Capital purchases comprise furniture, fixtures, equipment, software, leasehold improvements, etc. that meet two criteria:

- 1. A useful life of more than five years, and
- 2. Cost more than the set threshold amount below

The Promise Prep Board of Directors has established \$5,000 as the threshold amount for capitalization.

Promise Prep shall maintain a list of fixed assets showing the date of the acquisition, its cost, and a schedule for depreciation of the asset. Promise Prep shall keep on file documentation for each purchase. Please see the Fixed Assets & Inventory section for proper tracking procedure.

DEBT POLICY

Long-term debt will not be used to finance ongoing operational expenses for Promise Prep. Any debt issued shall not have a maturity date beyond the useful life of the asset being acquired or constructed by the debt proceeds. Promise Prep will establish an affordable debt level to preserve credit quality and ensure sufficient revenue use available to pay annual debt service. In addition, any debt, whether long-term or short-term, must be approved by a Board resolution.

III. FINANCIAL PROCEDURES

ACCOUNTING SYSTEM

Promise Prep will be responsible for selecting an appointment accounting system to properly track revenue and expenditures. Promise Prep will consult with the Financial Consultant, if necessary, for guidance on the proper accounting system to use.

Promise Prep has chosen to use Quickbooks Online as it's chosen accounting system. All data and information is protected and backed up through the Quickbooks Online System.

FEDERAL AND STATE REVENUES

Promise Prep will be responsible for properly understanding any potential Federal and/or State Grant Revenue stream allowable for Charter Schools. Below are the primary sources of funding for Indiana Charter schools broken down into funding type. Please note that these lists are not all inclusive. Promise Prep will reach out to various organizations and departments regarding funding opportunities. In addition, there are several variables which affect funding, including, but not limited to, free/ reduced population through the direct certification process, English Language Learner (ELL) Population, Special Education Student Count.

State Funding Sources

Basic State Tuition Support - This is the primary per student funding for each school and varies based on the demographics of each individual school. This amount is received via ACH deposit from the State on the 15th of each month.

State Special Education Funding - This is a tiered funding amount for each school. It is calculated based on the official count of students with special needs enrolled on December 1st of each school year. There are three amounts of per student funding, determined by the classification of each special needs student in the December count - "Communication Disorders", "Mild and Moderate Disabilities", or "Severe Disabilities".

<u>Charter/Innovation Grant</u> - Charter schools receive a per student grant, paid in two installments (usually early fall and early winter) to offset the lack of funding for facilities and transportation. For the 2019-20 and 2020-21 school years, this amount is \$750 per student. The DOO is

responsible for sending in the Grant Fund request to the Indiana State Board.

There are <u>other sources of state funding</u> that may be accessed by schools that serve specific student populations or provide a specific type of education.

Federal Funding Sources

- 1. Title Grants, including Title I, II, III, IV (Availability Varies by School)
- 2. IDEA Part B 611 & 619 Special Education
- 3. School Nutrition (Meal Reimbursements)
- 4. Competitive Grants (Quality Counts, 21st Century, etc.)
- 5. State Appropriation through Alternative Education

Reference: Tuition Support Formula FY19-FY20

BUDGET DEVELOPMENT/ APPROVAL

Promise Prep will work to create and manage a budget based on school location and fiscal year. The budget process involves the Executive Director, Director of Operations and third party Financial Consultant. Original annual operating budgets and updates to operating budgets are prepared by the Executive Director with the support of the Director of Operations; reviewed by the Finance Committee and submitted for approval to the full Board. Any updated operating budgets with greater than a 5% variance in either revenue or expenses are required to have full Board approval (after review by the Finance Committee, if applicable). Below is the timeline and process for Annual budget development and approval.

- 1. The third party Financial Consultant completes the preliminary budget, based on assumptions furnished by the group above, and submits to the Executive Director and Director of Operations for review and feedback by March 30th of the fiscal year.
- 2. After review & feedback from the Executive Director and Director of Operations, the third party Financial Consultant will prepare a 2nd draft of the budget based on updated assumptions.
- 3. The third party Financial Consultant will present 2nd draft revision to the Executive Director and Director of Operations for review and feedback by April 30th.
- 4. After review & feedback from the Executive Director and Director of Operations, the third party Financial Consultant will prepare a final draft of the budget based on updated assumptions.
- 5. The Executive Director will present the final draft revision to the Board of Directors for review. The Board of Directors must approve the School Budget by June 30th.
- 6. Approved School Budget must be sent to the Charter's Authorizer once approved by the Board of Directors.
- 7. Upon edit and approval of the Board, the budgets are considered final and they are entered into the accounting software and tracked monthly against actual revenue and expenditures.

MONTHLY FINANCIAL CLOSING

Promise Prep, in conjunction with a third party Financial Consultant, will close the Organization's books on a monthly basis. The third party Financial Consultant will prepare and review the General Ledger to review for accuracy, reconciling all balance sheet accounts. Bank accounts will be reconciled before preparation of monthly financial statements. All cash transactions, including the detailed coding of payroll and credit card purchases, will be recorded (in accordance with the SBOA guidance) in the accounting software. The Director of Operations, in conjunction with the third party Financial Consultant will discuss any required accruals and will make necessary journal entries into the accounting software. The Director of Operations and third party Financial Consultant will review financial statements with the Executive Director prior to distribution to the Finance Committee and/ or Board of Directors.

GRANT MANAGEMENT

Grant management consists of two components of review: compliance and accounting. The first component is fiscal compliance. All federal expenses are forwarded to the grant manager. The grant manager ensures Promise Prep is adhering to the fiscal requirements set forth in the application, budget, and local/state/federal guidelines.

The second component is accounting. The grant administrator will properly code and classify expenditures to the given grant based on the approved grant budget(s). Any adjustments and/or corrections should be taken after review of monthly financials, the grant budget, local/state/federal guidelines, and the financial accountability system resource guide, and generally accepted accounting principles. The Executive Director and Director of Operations will ensure that guidelines are specifically followed for the timeline of the grant. In addition, all grant amendments will be properly documented and approved before spending takes place on the reallocated funds.

The Executive Director and Director of Operations are responsible for the following grant activities:

- 1. Maintaining fiduciary and financial responsibility for all grant activities
- Prepare the Grant Budget and ensure the budgeted line items are classified correctly according to the SBOA Chart of Accounts. Grant expenditures should be tracked by proper Class/ Fund.
- 3. Ensure the funds are expended as approved in the application
- 4. Submitting and documenting any requested amendments to the grant budget. The grant budget will be modified upon requested amendment changes. Promise Prep will ensure the ORIGINAL grant budget is kept separately and remains intact.
- 5. Processing and approving grant purchases for compliance & budgetary purposes
- 6. Maintaining the accounting data for retrieval on all grant projects
- 7. Ensure all expenditures and activities are properly documented via a Grant Binder. Copies of invoices and receipts should be filed by reimbursement within the binder.
- 8. Request funds for reimbursement with the proper reimbursement forms or through the

- assigned reimbursement system/ procedure.
- 9. Preparing and file the following reports, as applicable and in coordination with the Grantor:
 - a. Compliance Reports
 - b. Final Expenditure Reports
 - c. Certifying expenses are true and correct according to the grant budget
 - d. Classifying and reconciling the accounting transactions properly in the school's chosen accounting system (Quickbooks).

Promise Prep must maintain adequate documentation to support charges to the grant. Grant accounting shall include the details of all grant transactions, from the approval of the proposed grant, to final action by the Grantee and Grantor. Promise Prep is required to follow the conditions of the grant that includes, but may not be limited to:

- Spending funds in accordance with the terms and approved budget of the grant;
- Returning unused balances of grant funds, even if only one cent of cash on hand remains unexpended;
- Establishing property records of grant-acquired property, if so indicated; and
- Providing reports at given intervals.

The major components of grantee financial management include:

- Accounting records;
- Allocation of costs to projects;
- Documentation of time and attendance (i.e. Personnel Activity Report);
- Financial reports;
- Grant payments and reimbursement requests;
- Program income
- Audit responsibilities

Grant financial management expectations include:

- 1. Fiscal control and accounting procedures that are sufficient to prepare required grant reports;
- 2. Accurate, current and complete disclosure of the financial results of each grant program;
- 3. Accounting records that identify the source (by CFDA number and grantor agency) and use of grant funds adequate to permit the tracing of funds to determine that funds have been used appropriately and legally;
- 4. Effective control and accountability for all grant funds, property, and other assets;
- 5. Comparison of actual expenditures with budgeted amounts for each grant:
- 6. Source documentation must support accounting records such as receipts, canceled checks, paid bills, payroll record, Personnel Activity Report records, contract and sub-grant award documents;
- 7. Cash management procedures to minimize the time elapsing between the receipt of grant funds and disbursement (i.e. payment) of funds;
- 8. Procedures for determining reasonableness, allowability, and allocability of grant costs and the terms of the grant agreements.

Reporting deadlines will be added to the school's master compliance calendar and will be monitored by both the Executive Director and the Director of Operations, in conjunction with the third party Financial Consultant. It is the ultimate responsibility of the school to ensure all Grant Management policies and procedures listed herein are observed.

PRIVATE DONATIONS AND CONTRIBUTIONS

Promise Prep will properly track and record all private donations and contributions. Once funds are received (by check or electronic deposit) copies of grant agreements should be reviewed to determine whether the grant is restricted or unrestricted (should/ shouldn't be used for a specific purpose). The Executive Director and Director of Operations should review the grant agreement and notate specific encumbrances and reporting requirements. In the event the grant is restricted, Promise Prep should communicate requirements to the Financial Consultant for proper grant tracking in Quickbooks. If the grant is restricted, all expenditures should be tracked using the respective class/ fund account in Quickbooks. Ultimately, the Executive Director and Director of Operations is responsible for proper financial grant expenditure tracking. All grant spending will be properly documented and tracked via paper or electronic means and will be accessible to the Executive Director and Director of Operations. Promise Prep will create a designated grant file or binder to organize and store all important grant information.

The Director of Operations will follow the accounts receivable procedure listed below regarding the deposit of funds received for each particular donation or contribution. DOO will be responsible for issuing a Donation Thank You Letter to the Donor or Contribution. A copy of the letter will be kept on-site with the corresponding deposit back up documentation.

Resources:

- Donation Letter Template
- Grant List Tracking Template

CREDIT CARD PROCEDURE

Promise Prep will be responsible for complying and following the Credit Card Policy listed in Section I. The school understands the importance of following the procedures listed below in order to be in compliance with SBOA guidelines and having the credit card transactions reflect accurately on the school's financials.

Cardholder Responsibility

- Throughout the month, each card holder will tape receipts to the <u>Receipt Tracking</u> <u>Form</u>. Every receipt should be taped to the attached form at the time of purchase.
 - Note: If there is a full page receipt, the cardholder will print and write the Purpose, Budget Category and Grant/ Fund name at the top right hand corner of the page.

- 2. Cardholder will list the following for each receipt on the form:
 - Receipt Date
 - Transaction Amount
 - Category (Must use Chart of Accounts listed in Quickbooks)
 - Grant/Fund, if applicable
 - o Note: If unsure, please leave blank or ask the Financial Consultant
- 3. On the last day of the month, Cardholders will obtain their Credit Card Statement electronically or via mail.
- 4. Each cardholder will match transactions with the statement and place them IN ORDER as they appear on the statement.
- 5. On the 3rd of the month, each cardholder will submit their portion of the statement of transactions and original receipts to the Director of Operations.

School Administration Responsibility

The Director of Operations will ultimately be responsible ensuring the compliance, documentation and tracking of the credit card is completed each month. In addition, the DOO will:

- Obtain the Main Credit Card Account Statement, by mail or online portal, which contains a summary of purchases for all cardholders collectively. If a statement is not received by mail by the 1st of the month, the Director of Operations will print the statement from the online portal.
- DOO will review and compile all receipts and documents in order according to the main credit card statement. The DOO will ensure that all receipts are itemized and contain complete information for each purchase including items purchased, amount and date of purchase.
- 3. DOO will ensure that each Cardholder has listed the following for each receipt on the form to ensure accurate coding in QB:
 - Receipt Date
 - Amount
 - Category
 - Grant/Fund, (if applicable)
- 4. DOO will do one of the following steps (not both):
 - Make one copy of all documents and scan to the Financial Consultant by the 3rd of each month
 - OR
 - Go into Quickbooks and properly code all transactions that are entered under the "Credit Card Account". Each transaction will be added with the correct account and class/fund. If necessary, each transaction can be split into multiple accounts/ funds.
- 5. DOO will ensure that an AP Voucher is completed with all transactions listed for the Monthly CC Statement. AP Voucher must be signed off with two approvals (a third approval if the ending statement balance is above \$10,000).
- 6. DOO will file the entire document including the AP Voucher, statement, receipts and any additional back-up documentation in the Credit Card Binder by Year and Month. (Note: Credit Card Binders are created by Fiscal Year. Ex: July 2018-June 2018. Each binder will contain Statements and Receipts by Month of each fiscal year).
 - Note: The Credit Card Statements may also be kept in a file by month/ year.

7. In the event the DOO is not able to carry out the above duties, the Executive Director will be responsible for sending, or appointing another staff member to send, to Financial Consultant.

Approved Credit Card Use (Non-Cardholder)

In the event that the above mentioned Credit Card holders are not available to leave the premises for purchases, the following process will be followed for proper usage and accountability.

- 1. The approved Credit Card Holders will submit a list of items to purchase with the credit card.
- 2. The card holder will review the list and approve according to the Purchasing Policy.
- 3. The approved Credit Card holder will have the staff member complete the <u>Credit Card</u> Sign Out Sheet.
- 4. Once the Staff member has signed out the card, he/she will not purchase any items not on the approved list.
- 5. After the purchases have been made, the Staff member will immediately return the Credit Card upon re-entrance to the school building to the Approved Credit Card holder.
- 6. The Staff member will sign the <u>Credit Card Sign Out Sheet</u> and hand the card to the credit card holder.
- 7. The Staff member will submit all itemized receipts to the Cardholder for review.
- 8. Cardholder will review the receipts and compare to the approved items to ensure all items are on the list. Cardholder will make any add'l notes, as necessary on the receipts.
- 9. The Cardholder will write the total amount of all purchases in the sign out sheet.
- Cardholder will attach the approved list and a copy of the completed <u>Credit Card Sign</u> <u>Out Sheet</u> to the receipts.
- 11. Cardholder will then follow the procedure for the Cardholder and Administration Responsibilities listed in this section.

Financial Consultant/ Accountant Responsibility

It is the responsibility of the Financial Consultant (FC) to properly track all receipts and transactions sent by the School in the chosen accounting software (Quickbooks), in the event that the DOO is not able to properly code in QB. Promise Prep will provide a separate view only login for the financial consultant to use to login and access the credit card statements.

Upon proper information from the school, the FC will reconcile the credit card as follows:

- 1. Obtain and download a list of transactions from the Online Credit Card Portal via CSV file to import to Quickbooks (if the credit card is not automatically connected through QB.
- 2. The FC will import the current statements transaction list into Quickbooks through the Import File feature.
- The FC will apply each transaction/ charge to the correct Account and Class/ Fund, as communicated by the school and as listed on the Receipt tracking form scanned by the school.
 - Note: Steps 1-3 only need to be completed if the DOO does not code transactions in QB.

- 4. The FC will reconcile the Credit Card Account monthly and purchases will be included in the monthly Financial Reports.
- 5. Promise Prep will communicate any necessary reclasses or changes to the FC, if needed. FC can then create a journal entry to reclass.

PROCUREMENT & PURCHASING PROCEDURES

All requests for purchases of goods and services must be directed to the Director of Operations (DOO) in writing, preferably by email. The Director of Operations must complete a Purchase Order in the event that there is a vendor request necessary to complete an order. A purchase order is not required by the school for every purchase.

In the event that a purchase order is completed, the following guidelines should be followed for proper signatures:

- Any amount up to \$1,000 can be approved and signed by the Director of Operations
- Any amount over \$1,000 and up to \$10,000 must be approved and signed by the Executive Director
- Any amount over \$10,000 must have a third signature from a Board Member

After receiving proper approval(s), the DOO should:

- Send the PO to the vendor to process the order, preferable through Quickbooks Online
- 2. When the items are received, the Director of Operations and/or Office Manager will inspect the shipment and compare the items received to the receiving/packing slip, noting any differences from the Purchase Order.
- 3. Upon receipt of vendor invoices, DOO will confirm that the invoice is consistent with Purchase Order and items received.
- 4. Director of Operations shall complete an AP Voucher/ Invoice Approval form by approving purchase and coding with the proper SBOA guidance. The signed AP Voucher/ Invoice Approval Form invoice, purchase order (if required), packing list (if appropriate) and service record (if appropriate) should all be forwarded to the Executive Director for final approval/signature and for payment.
- 5. If vendor invoices are not consistent with the Purchase Order and items received, the DOO will reconcile with the vendor before forwarding to the Executive Director for payment.

ACCOUNTS PAYABLE

Accounts payable, AP for short, is an accounting entry that represents a company's obligation to pay a short-term debt to its creditors or suppliers. It will appear on the Balance Sheet under Current Liabilities.

The Director of Operations will help manage and process Accounts Payable (AP) for the school. The Executive Director and the Board of Directors, will be involved in overseeing the AP process, however, the Executive Director should not have the ability to solely handle the overall process. The DOO will receive and enter invoices, create the AP voucher/ Invoice Approval Form for approval. The Executive Director will sign off on all AP Vouchers before payment can be issued. Promise Prep will follow the approval amount thresholds listed and approved in this document.

AP must be properly managed and administered. Here are a few important items Promise Prep will keep in mind regarding the AP process:

- Create vendor files by vendor name for accounts payable
- Promise Prep will be sure to use an approved <u>AP Voucher</u> for all invoices, expenditures
 and receipts (including credit card statements). NOTE: Your AP Voucher must have a
 MINIMUM of two signatures and additional board member signatures if it exceeds the
 maximum threshold set per this manual.
- For each new vendor or payee, be sure to obtain their <u>W-9</u> and file in their vendor file. This will make the process run smoothly when it is time to process 1099's after year end.
- The Director of Operations should have a set date to enter all invoices and a consistent date by which checks are issued to vendors.
 - Example: Enter all invoices into the accounting system on Monday mornings and process checks every other Friday.
- The DOO will be extremely familiar with all grants and expenditures for each grant so that all accounts payable items are coded properly per the SBOA Chart of Accounts.

In addition, the AP process directly aligns and should be carried out with the Purchasing/ Procurement Policy and Procedure.

ACCOUNTS RECEIVABLE

Accounts receivable (AR) is the balance of money due to a firm for goods or services delivered or used but not yet paid for by customers. More than likely, Promise Prep will not perform specific services that would involve money owed to them by vendors. In general, accounts receivable items for Promise Prep will include Basic Tuition Support and other federal and local grants, specifically reimbursement based grants. AR will also involve deposits including other miscellaneous income, donations, etc.

When income is received for the school, the Executive Director, Director of Operations and the Financial Consultant will work together to ensure all funds received are coded properly in Quickbooks according to the SBOA Chart of Accounts. Funds received should be tracked by account and class.

Promise Prep will maintain appropriate records for AR. Promise Prep will be sure to keep all pertinent records and documentation on file for AR, as needed and appropriate. In addition, Promise Prep will:

- Create a deposit binder for each school year and create tabs by month to track all deposits and related documentation. More about this is mentioned in the next section: CASH/ CHECK RECEIPTING.
- Register for email notifications for all State of Indiana deposits that are processed for the school. Email <u>vendors@auditor.in.gov</u> to add, change or remove any school staff members to these email notifications.

 When grant checks are received for deposit into the school's account, DOO will make copies of the check and any other documentation that would be helpful to reference in the future.

RECEIPT & DEPOSIT PROCEDURES

At times it will be necessary to accept cash from various sources. It is very important that appropriate procedures be followed to ensure the proper handling of cash. Cash receipts consist of checks, money orders and/or cash received from various sources such as individual patrons, donors, campuses, and other departments or organizations.

All mail is received in the main office of the School and is opened, stamped, received, initialed, sorted and delivered by the Office Manager. All incoming funds must have a receipt that is issued to the recipient. Promise Prep will use a Receipt Book (approved by SBOA), which will be kept at the main office in triplicate form to properly receipt any incoming cash, checks or any other form of amount received. All cash receipts (cash and checks) at the School for items such as student fees, uniforms, logo gear, etc. can be received by the Executive Director, Director of Operations, and Office Manager.

Receipts

While the <u>receipt book</u> is mentioned in the below deposit process, it is crucial for Promise Prep to follow these receipt requirements. Promise Prep will use a triplicate receipt book at all times. Again, any funds coming into the school, cash, check or money order, need to have a receipt issued for each separate amount. The receipt book should be kept in an appropriate location at the front office.

Promise Prep will ensure staff will issue each receipt with the following information:

- Name of person or organization or individual from which funds have been received
- Type of funds being received (cash, check, etc.)
- Amount of funds received (separate receipt for each amount received)
- Signature of staff member who received funds
- Receipt Copies will be issued in the following order:
 - a. Top Copy ------> Person/ Organization you are receiving funds from
 - b. Middle Copy -----> Placed with School Deposit Ticket to stay on-site in binder
 - c. Bottom Copy -----> Stays in Receipt Book for tracking purposes

Resource:

SBOA Approved Receipt Book

Deposits

The following procedure will be followed for all school deposits:

- 1. The Office Manager receives any incoming funds and properly receipts following the guidelines listed above.
- 2. The Office Manager will prepare the deposit using the School Deposit Ticket.

- If there is no Office Manager, the DOO will prepare the School Deposit.
- 3. All copies of checks will be made and kept with the School Deposit ticket.
- 4. The School Deposit Ticket will list all checks and cash contained therein.
- Once the School Deposit Ticket has been prepared, the Office Manager will sign the School Deposit Ticket and securely give it to the Director of Operations.
 - a. NOTE: In the event that the Director of Operations or Executive Director are unavailable, the prepared deposit will be kept in a secure and locked location of which only the Executive Director, Director of Operations and Office Manager have a copy of the key/ code.
- 6. Once the School Deposit Ticket is received by the DOO, he/she/they will review the deposit, verify the amount and sign off on the School Deposit Ticket.
- 7. Once verified, the DOO will prepare the bank deposit slip (separate from School Deposit Ticket).
- 8. The deposit receipt will be kept and combined with the back-up documentation for the corresponding deposit in the current school year Deposit Binder.
- 9. Any receipts issued will be forwarded to the DOO to be included in any bank deposits.
- 10. The DOO prepares bank deposit documentation for all cash and checks received (copies of checks is required documentation)
- 11. DOO will securely give the prepared bank deposit in a sealed envelope to the Executive Director to make the deposit at the bank
- 12. The completed deposit will be taken to the bank within 2 business days.
- 13. DOO will ensure to notify the Financial Consultant after the deposit has been made and forward any relevant deposit documentation
- 14. The third party financial consultant will then record the deposit in Quickbooks with the proper revenue and fund account.
- 15. The third party financial consultant will record deposit information in the accounting system on a timely basis to ensure timely reconciliation for monthly financial statements.
- 16. The DOO, in conjunction with the third party financial consultant, will ensure proper coding of cash receipts in accordance with SBOA guidelines.
- 17. Copies of all received checks and bank deposit documentation are kept on file in the DOO business office.

Deposit Resources:

- Sample Deposit Procedures
- Donation Letter Template
- Grant List Tracking Template

Deposit Processing Items/ Documents:

- School Deposit Ticket
- Bank Deposit Book (Duplicate or Triplicate; Comes from Bank)
- Approved Receipt Book
- Back Up Documentation, if applicable (Example: Copies of checks being deposited)

PETTY CASH

Promise Prep will not permit petty cash funds to be used.

PAYROLL

Promise Prep staff will utilize the time tracking system via the Payroll Service Provider and make sure all updates are tracked for accurate payroll processing. In addition, all hourly staff must turn in and complete accurate approved timesheets for each payroll period. School administration needs to approve time off request forms through the chosen and approved online HR/ Payroll platform for Bereavement, Jury Duty, and PTO. Sick time will also be documented through our online HR platform submitted the day of the sickness. Once approved, the Executive Director will sign off and keep in the designated attendance file, if applicable.

Bi-Weekly Timesheets and payroll are approved by the Operations Manager and/ or Executive Director in accordance with the timeline of the Payroll Service Provider. All changes to payroll rates, classifications, and deductions are approved by the Executive Director and originals of the change notices are maintained in the payroll processing system. The Executive Director, in conjunction with the Director of Operations, reviews all payroll documentation for accuracy, approves payroll, and provides pay period information to the payroll service provider. The Executive Director will process payroll according to the designated pay schedule (bi-weekly, bi-monthly, etc.). The payroll approvals will be tracked electronically via the payroll system.

An Invoice Approval Form will not be required for payroll purposes since the salaries are approved within the School's Annual Budget.

FIXED ASSETS & INVENTORY

Promise Prep will be responsible for properly tracking all fixed assets, including property, equipment, technology, furniture, etc. Promise Prep must properly tag all property purchased with federal grant dollars. Promise Prep will use separate tags for each federal grant. Curriculum will not be required to track and tag.

Inventory will be updated by June 30th of each year. The Executive Director, Director of Administration, IT Team/ Contractors will be responsible for updating and verifying the inventory spreadsheet is updated. Please see link below for the proper Inventory Tracking Template required for federal compliance requirements.

Resources:

- Inventory Tracking Template
- Sample Asset Tags

STAFF REIMBURSEMENTS

Employees of Promise Prep must follow the below guidelines for processing a staff reimbursement. Employees must complete the <u>Staff Reimbursement Form</u> and provide the below documentation in order for a reimbursement to be approved and processed.

- 1. The Staff member requesting the reimbursement will complete the <u>Staff Reimbursement</u> <u>Form for Reimbursement processing.</u>
- Forms for Expense Reimbursement, Mileage, or Travel should be completed fully, submitted with original receipts and approved with original signature by the Executive Director.
 - a. The receipts must have the name of the employee requesting reimbursement, the event/function, and persons included (for meals), as well as, the vendor's name
 - b. Credit card receipts will not be accepted without a detail of the items ordered (i.e. itemized receipt).
 - c. Employees will not be reimbursed for alcoholic beverages.
 - d. Reimbursement requests must be made by Tuesday for payment on a Friday (Biweekly schedule).
 - e. Employees must request reimbursements within 30 days of the purchase. After the 30-day period, reimbursements will not be honored without Executive Director approval.
 - f. Promise Prep is a non-profit organization, and as such, is not required to pay sales taxes. Employees shall present Sales and use the Tax Exemption forms when making purchases. With the exception of meals, reimbursements will not be made for sales taxes.
 - g. Purchases for items that normally would be obtained through the purchase order process must be approved in writing from the employee's supervisor, and the Director of Operations prior to making the purchase. Otherwise, the purchase will not be reimbursed.

Resource: Staff Reimbursement Form/ Template

ATHLETIC TICKET SALES

Promise Prep will follow all SBOA Guidelines and compliance in reference to on-site sporting events and ticket sales. Promise Prep will ensure that all funds accepted are properly receipted using the above Receipt Procedure. In addition, Promise Prep will ensure that they issue ticket sales using a two-part ticket system. Promise Prep will ensure the use of the following Athletic Ticket Sales form (SA-4) for each sporting event involving ticket sales.

- Athletic Ticket Sales Form SA-4
- Sample Two-Part Tickets

IV. RETENTION POLICY

Document Retention

Schedule

The following types of documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule

Article of Incorporation to apply for corporate status

IRS Form 1023 (in the USA) to file for tax-exempt and/or charitable status

Permanent

Letter of Determination (e.g. from the IRS in the USA) granting tax-exempt

Permanent

and/or charitable status

By Laws

Permanent

Board policies

Permanent

Resolutions

Permanent

Board meeting minutes

Permanent

Sales tax exemption documents

Permanent

Tax or employee identification number designation

Permanent

Annual corporate filings

Permanent

Financial Records

Chart of Accounts

Permanent

Fiscal Policies and Procedures Permanent

Permanent

Workers' Compensation Insurance policy

General Liability Insurance policy

Audits

Permanent Financial statements Permanent General Ledger Permanent Check registers/books 5 years Business expenses documents 5 years 5 Bank deposit slips years 5 Cancelled checks years 5 Invoices years Investment records (deposits, earnings, withdrawal) 5 years Property/asset inventories 5 years Petty cash receipts/documents 5 years Credit card receipts 5 years Tax Records Annual tax filing for the Organization (IRS Form 990 in the USA) Permanent Payroll registers Permanent Filings of fees paid to professionals (IRS Form 1099 in the USA) 5 years Payroll tax withholdings 5 years Earnings records 5 years Payroll tax returns 5 years W-2 statements 5 years Personnel Records Employee offer letters Permanent Confirmation of employment letters Permanent Benefits descriptions per employee Permanent Employee applications and resumes 5 years Promotions, demotions, letter of reprimand, termination Job descriptions, performance goals Workers' Compensation records 5 years Salary ranges per job description 5 years I-9 Forms 5 years Time reports 5 years Insurance Records Property Insurance policy Permanent Permanent Directors and Officers Insurance policy

Permanent

Insurance claims applications Permanent	Perm	anent
Insurance disbursements / denials	Perm	anent
Contracts		
All insurance contracts		
	Perm	anent
Employee contracts	_	
	Perm	anent
Construction contracts	Perm	anont
Legal correspondence	remi	anem
Permanent		
Loan / mortgage contracts		
Louit / Morigago contracto	Perm	anent
Leases / deeds		Permanent
Vendor contracts		5
years		
Warranties		5
years		
Donations / Funder Records		
Grant dispersal contract		Permanent
Donor lists		5
years		
Grant applications		5
years Donor acknowledgements		5
years		3
Management Plans and Procedures		
Strategic Plans		5
years		J
Staffing, programs, marketing, finance, fundraising and evaluation plans		5 years

Document Protection

Vendor contacts

years

Disaster Recovery Plan

Documents (hardcopy, online or other media) will be stored in a protected environment for the duration of the Document Retention Schedule. Computer backup media will be included.

Document Destruction

Hard copies of documents will be destroyed by shredding after they have been retained until

5 years 5 the end of the Document Retention Schedule. Online copies will be destroyed by fire or other proven means to destroy such media after they have been retained until the end of the Document Retention Schedule.

Provision of Documentation for Investigations or Litigation

Documents requested and subpoenaed by legally authorized personnel will be provided within 5 business days. No documents will be concealed, altered or destroyed with the intent to obstruct the investigation or litigation.

Attachment S

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al Instructional Expenses ministration Expenses Personnel Costs Salary & Wages Payroll Taxes Health Insurance Retirement	\$ 10,416.67 \$ 833.33	\$ 833.3	83 \$ 833 67 \$ 1,666 25 \$ 781	.33 \$.67 \$.25 \$	1,666.67	\$ 1,666.67							\$ 2,250.00 \$ 166.65	\$ 18,187.50 \$ 1,250.00	\$ 2,812.50 \$ 250.00	\$ 2,812.50 \$ 250.00	\$ 2,812.50 \$ 250.00	
al Instructional Expenses ministration Expenses Personnel Costs Salary & Wages Payroll Taxes Health Insurance Retirement Other Benefits	\$ 10,416.67 \$ 833.33 \$ 1,666.67 \$ 781.25	\$ 833.3 \$ 1,666.6 \$ 781.2 \$ 41.6	833 \$ 833 67 \$ 1,666 25 \$ 781 67 \$ 41	.33 \$.67 \$.25 \$.67 \$	1,666.67 781.25 41.67	\$ 1,666.67 \$ 781.25 \$ 41.67	\$ 781.25	\$ 2,250.00 \$ 166.67	\$ 2,250.00 \$ 166.67		\$ 166.67	\$ 2,250.00 \$ 166.67	\$ 166.65		\$ 250.00	\$ 250.00	\$ 2,812.50	\$
al Instructional Expenses ministration Expenses Personnel Costs Salary & Wages Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs	\$ 10,416.67 \$ 833.33 \$ 1,666.67 \$ 781.25 \$ 41.67	\$ 833.3 \$ 1,666.6 \$ 781.2 \$ 41.6	833 \$ 833 67 \$ 1,666 25 \$ 781 67 \$ 41	.33 \$.67 \$.25 \$.67 \$	1,666.67 781.25 41.67	\$ 1,666.67 \$ 781.25 \$ 41.67	\$ 781.25 \$ 41.67	\$ 2,250.00 \$ 166.67	\$ 2,250.00 \$ 166.67	\$ 166.67	\$ 166.67	\$ 2,250.00 \$ 166.67	\$ 166.65	\$ 1,250.00	\$ 250.00	\$ 250.00	\$ 2,812.50 \$ 250.00	\$
al Instructional Expenses ministration Expenses Personnel Costs Salary & Wages Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Staff Training PD 1	\$ 10,416.67 \$ 833.33 \$ 1,666.67 \$ 781.25 \$ 41.67	\$ 833.3 \$ 1,666.6 \$ 781.2 \$ 41.6	83 \$ 833 67 \$ 1,666 25 \$ 781 67 \$ 41 69 \$ 13,739	.33 \$.67 \$.25 \$.67 \$	1,666.67 781.25 41.67 13,739.59	\$ 1,666.67 \$ 781.25 \$ 41.67 \$ 13,739.59	\$ 781.25 \$ 41.67 \$ 13,739.59	\$ 2,250.00 \$ 166.67 \$ 36,483.34	\$ 2,250.00 \$ 166.67	\$ 166.67 \$ 36,483.34	\$ 166.67	\$ 2,250.00 \$ 166.67 \$ 36,483.34	\$ 166.65 \$ 36,483.28	\$ 1,250.00	\$ 250.00 \$ 46,062.50	\$ 250.00	\$ 2,812.50 \$ 250.00 \$ 46,062.50	\$ 46,
al Instructional Expenses ministration Expenses Personnel Costs Salary & Wages Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Staff Training	\$ 10,416.67 \$ 833.33 \$ 1,666.67 \$ 781.25 \$ 41.67	\$ 833.3 \$ 1,666.6 \$ 781.2 \$ 41.6 \$ 13,739.5	83 \$ 833 67 \$ 1,666 25 \$ 781 67 \$ 41 69 \$ 13,739	.33 \$.67 \$.25 \$.67 \$.59 \$ 1	1,666.67 781.25 41.67 13,739.59	\$ 1,666.67 \$ 781.25 \$ 41.67 \$ 13,739.59	\$ 781.25 \$ 41.67 \$ 13,739.59	\$ 2,250.00 \$ 166.67 \$ 36,483.34	\$ 2,250.00 \$ 166.67 \$ 36,483.34	\$ 166.67 \$ 36,483.34 \$ - \$ -	\$ 166.67 \$ 36,483.34 \$ - \$ -	\$ 2,250.00 \$ 166.67 \$ 36,483.34	\$ 166.65 \$ 36,483.28 \$ 7,500.00 \$ -	\$ 1,250.00 \$ 301,337.50	\$ 250.00 \$ 46,062.50	\$ 250.00 \$ 46,062.50 \$ 5,000.00 \$ -	\$ 2,812.50 \$ 250.00 \$ 46,062.50 \$ 5,000.00 \$ -	\$ 46,0 \$ 5

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tal Facilities Expenses	\$	-	\$			\$	-	\$	-	\$	- ;	Ş	-	\$	-	\$	- ;	Ş	- :	>	- \$	•	- \$		-	\$ -	\$	22,416.66	\$ 2	2,416.66	\$ 22	2,416.66	\$	22,416
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Equipment Rental Total Supplies & Materials	_ <u> </u>	1 250 0		1 250			250.00	Ψ	1 250 00	Ψ	1,250.00	Ψ		Ψ		Y				_		1,250	· ·		-	\$ 15,000.00	ç	2,000.00 4,500.00		2,000.00 4,500.00		2,000.00		
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	November		December		January		February		March		April		May		June		Total
	Year 1		Year 1		Year 1		Year 1		Year 1		Year 1		Year 1		Year 1		Year 1
¢	158.396.86	Ś	97,308.45	ć	222,220.04	ć	183,598.30	ć	234,776.56	ć	205,104.82	ć	252,713.08	Ś	300.321.34	\$	48.662.50
ý	130,330.00	٠	37,300.43	٠	222,220.04	,	103,330.30	٠	234,770.30	,	203,104.02	٠	232,713.00	Ÿ	300,321.34	Ÿ	48,002.30
\$	306,516.00	ć	306,516.00	ć	306,516.00	ć	306,516.00	ć	306,516.00	ć	306,516.00	ć	306,516.00	\$	306,516.00	\$	3,678,192.00
\$	-		189,000.00	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	378,000.00
\$	-	\$	-	\$		\$	92,400.00	\$	11,550.00	\$	11,550.00	\$	11,550.00	\$	11,550.00	\$	138,600.00
\$ \$	306,516.00	\$ \$	495,516.00	\$	25,200.00 331,716.00	\$ \$	398,916.00	\$ \$	318,066.00	\$ \$	318,066.00	\$ \$	318,066.00	\$ \$	318,066.00	\$ \$	25,200.00 4,219,992.00
,	300,310.00	,	455,510.00	,	331,710.00	,	330,310.00	,	310,000.00	,	310,000.00	,	310,000.00	,	310,000.00	,	4,213,332.00
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Ś	28.350.00	Ś	28,350.00	\$	28,350.00	\$	40,950.00	\$	40,950.00	\$	118,230.00	Ś	118,230.00	\$	118.230.00	\$	521,640.00
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7	334,000.00	7	323,000.00	Ţ	300,000.00	Ţ	433,000.00	Ą	333,010.00		430,230.00	Ţ	430,230.00	Ţ	430,230.00	Ą	4,301,032.00
\$	167,083.33	\$	167,083.33	\$	167,083.33	\$	167,083.33	\$	167,083.33	\$	167,083.33	\$	167,083.33	\$	167,083.33	\$	1,960,000.00
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\$ \$	13,366.67	\$	13,366.67	\$ \$	13,366.67	\$	13,366.67	\$	13,366.67	\$ \$	13,366.67	\$	13,366.67	\$ \$	13,366.67	\$ \$	156,800.00
\$ \$ \$ \$	13,366.67 17,500.00 12,531.25	\$ \$ \$	13,366.67 17,500.00 12,531.25	\$ \$ \$	13,366.67 17,500.00 12,531.25	\$ \$ \$	13,366.67 17,500.00 12,531.25	\$ \$ \$	13,366.67 17,500.00 12,531.25	\$ \$ \$	- 13,366.67 17,500.00 12,531.25	\$ \$ \$	- 13,366.67 17,500.00 12,531.25	\$ \$ \$	13,366.67 17,500.00 12,531.25	\$ \$ \$ \$	156,800.00 205,000.00 147,000.00
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\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25	\$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25	\$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00
\$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25	\$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25	\$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00
\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25	\$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00
\$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 66,000.00 48,000.00
\$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00	\$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00	\$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00	\$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00	\$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00	\$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00	\$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00	\$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 66,000.00 48,000.00
\$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00	\$ \$ \$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 66,000.00 48,000.00
\$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00	\$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00	\$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00	\$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 48,000.00 114,000.00 25,200.00 50,400.00
\$ \$ \$ \$ \$ \$	13,366.67 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 1,024.00	\$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 5,000.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00	\$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00	\$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00	\$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 66,000.00 48,000.00 114,000.00 25,200.00 50,400.00 30,240.00
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.7 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.7 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00 9,464.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.7 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00 9,464.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.7 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00 9,464.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 20,500.00 2,489,300.00 66,000.00 48,000.00 114,000.00 25,200.00 25,200.00 25,200.00 30,240.00 131,040.00
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 5,000.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 66,000.00 48,000.00 114,000.00 25,200.00 50,400.00 30,240.00
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 1,024.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.7 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.7 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00 9,464.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.7 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00 9,464.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.7 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00 9,464.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 20,500.00 2,489,300.00 66,000.00 48,000.00 114,000.00 25,200.00 25,200.00 25,200.00 30,240.00 131,040.00
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 11,064.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 11,064.00 234,695.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.0 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,022.00 2,9464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.0 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,022.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.0 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,022.00 2,320.00 3,400.00 1,022.00 2,320.00 2,520.00 3,400.00 1,022.00 2,320.00 2,320.00 3,400.00 1,022.00 2,320.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.0 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,022.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 66,000.00 48,000.00 114,000.00 25,200.00 50,400.00 30,240.00 131,040.00 2,734,340.00
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.5 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 1,024.00 11,064.00 234,695.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,50 17,500,00 12,531,25 1,750,00 212,231,25 6,600,00 4,800,00 11,400,00 2,520,00 2,520,00 1,024,00 11,064,00 234,695,25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 2,520.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,60 12,531,25 1,750,00 212,231,25 6,600,00 4,800,00 11,400,00 2,520,00 2,520,00 1,024,00 9,464,00 233,095,25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.0 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 20,500.00 2,489,300.00 66,000.00 48,000.00 114,000.00 25,200.00 25,200.00 50,400.00 30,240.00 131,040.00 450,000.00
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 11,064.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 11,064.00 234,695.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.0 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.0 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,022.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.0 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,022.00 2,320.00 3,400.00 1,022.00 2,320.00 2,520.00 3,400.00 1,022.00 2,320.00 2,320.00 3,400.00 1,022.00 2,320.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.0 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,022.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$\$\$\$\$\$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 66,000.00 48,000.00 114,000.00 25,200.00 50,400.00 30,240.00 131,040.00 2,734,340.00
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 234,695.25 37,500.00 3,000.00 2,512.50 2,812.50	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 234,695.25 37,500.00 3,000.00 2,500.00 3,000.00 2,500.00 2,500.00 2,250.00 2,250.00 3,000.00 2,500.00 2,500.00 3,000.00 2,500.00 3,000.00 2,500.00		13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 2,320.00 3,000.00 2,500.00 3,000.00 2,500.00 2,500.00 2,500.00 3,200.00 2,500.00 2,500.00 2,500.00 2,500.00 2,500.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,67 17,500,00 12,531,25 1,750,00 212,231,25 6,600,00 4,800,00 11,400,00 2,520,00 3,400,00 1,024,00 9,464,00 233,095,25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.60 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 66,000.00 48,000.00 114,000.00 25,200.00 50,400.00 30,240.00 131,040.00 450,000.00 36,000.00 30,000.00 30,000.00 30,000.00 30,000.00
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 11,064.00 234,695.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 11,064.00 234,695.25	999999 99999 9	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 37,500.00 3,000.00 2,500.00 2,500.00 2,500.00 2,500.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,6 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,600.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,60 12,531,25 1,750,00 212,231,25 1,750,00 212,231,25 6,600,00 4,800,00 11,400,00 2,520,00 3,400,00 1,024,00 9,464,00 233,095,25 37,500,00 3,000,00 2,500,00 2,510,00 2,500,00 2,500,00 2,510,00 2,500,00 2,510,	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,466.40 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 66,000.00 48,000.00 114,000.00 25,200.00 50,400.00 30,240.00 2734,340.00 450,000.00 36,000.00 36,000.00 33,750.00 33,750.00
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 234,695.25 37,500.00 3,000.00 2,512.50 2,812.50	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 234,695.25 37,500.00 3,000.00 2,500.00 3,000.00 2,500.00 2,500.00 2,250.00 2,250.00 3,000.00 2,500.00 2,500.00 3,000.00 2,500.00 3,000.00 2,500.00		13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 2,320.00 3,000.00 2,500.00 3,000.00 2,500.00 2,500.00 2,500.00 3,200.00 2,500.00 2,500.00 2,500.00 2,500.00 2,500.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,67 17,500,00 12,531,25 1,750,00 212,231,25 6,600,00 4,800,00 11,400,00 2,520,00 3,400,00 1,024,00 9,464,00 233,095,25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.60 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 66,000.00 48,000.00 114,000.00 25,200.00 50,400.00 30,240.00 131,040.00 450,000.00 36,000.00 30,000.00 30,000.00 30,000.00 30,000.00
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 11,064.00 234,695.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 11,064.00 234,695.25	999999 99999 9	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 37,500.00 3,000.00 2,500.00 2,500.00 2,500.00 2,500.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25 37,500.00 3,000.00 2,500.00 0,200.00 0,200.00 0,212.50 0,212.50 0,2	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.0 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25 37,500.00 3,000.00 2,500.00 46,062.50	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.0 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25 37,500.00 3,000.00 2,500.00 0,000.00 1,000	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,60 12,531,25 1,750,00 212,231,25 1,750,00 212,231,25 6,600,00 4,800,00 11,400,00 2,520,00 3,400,00 1,024,00 9,464,00 233,095,25 37,500,00 3,000,00 2,500,00 2,510,00 2,500,00 2,500,00 2,510,00 2,500,00 2,510,	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,466.40 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 66,000.00 114,000.00 114,000.00 25,200.00 50,400.00 30,240.00 131,040.00 450,000.00 36,000.00 36,000.00 37,750.00 552,750.00
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 11,064.00 234,695.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 11,064.00 234,695.25	999999 99999 9	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 37,500.00 3,000.00 2,500.00 2,500.00 2,500.00 2,500.00 2,500.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25 37,500.00 3,000.00 2,500.00 0,200.00 0,200.00 0,212.50 0,212.50 0,2	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00 233,095.25 37,500.00 2,500.00 2,500.00 4,000.00 2,500.00 4,000.00 2,500.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00 233,095.25 37,500.00 2,500.00 2,500.00 4,800.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,60 12,531,25 1,750,00 212,231,25 1,750,00 212,231,25 6,600,00 4,800,00 11,400,00 2,520,00 3,400,00 1,024,00 9,464,00 233,095,25 37,500,00 3,000,00 2,500,00 2,510,00 2,500,00 2,500,00 2,510,00 2,500,00 2,510,	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,466.40 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 148,000.00 114,000.00 25,200.00 25,200.00 50,400.00 30,240.00 131,040.00 2,734,340.00 450,000.00 36,000.00 30,000.00 30,000.00 30,000.00 552,750.00
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 11,064.00 234,695.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 11,400.00 11,064.00 11,064.00 13,000.00 2,500.00 3,000.00 2,500.00 3,000.00 2,500.00 4,800.00 4,800.00 1,024.00 11,064.	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 2,320.00 9,464.00 2,320.00 3,000.00 2,500.00 4,800.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 2,520.00 3,400.00 1,024.00 9,466.00 2,500.00 3,000.00 2,500.00 3,000.00 2,500.00 46,062.50	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,6 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 2,520.00 3,400.00 1,024.00 9,464.00 2,500.00 3,000.00 2,500.00 4,800.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00 233,095.25 37,500.00 2,500.00 2,500.00 4,800.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,60 12,531,25 1,750,00 212,231,25 1,750,00 212,231,25 6,600,00 4,800,00 11,400,00 2,520,00 3,400,00 1,024,00 9,464,00 233,095,25 37,500,00 3,000,00 2,500,00 2,510,00 2,500,00 2,500,00 2,510,00 2,500,00 2,510,	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.6 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,466.40 233,095.25	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 66,000.00 114,000.00 114,000.00 25,200.00 50,400.00 30,240.00 131,040.00 450,000.00 36,000.00 36,000.00 37,750.00 552,750.00
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 11,064.00 234,695.25		13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 5,000.00 1,024.00 11,064.00 234,695.25 37,500.00 3,000.00 2,500.00 46,062.50		13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,464.00 233,095.25 37,500.00 3,000.00 2,500.00 46,062.50	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 2,520.00 3,400.00 1,024.00 9,466.00 2,500.00 3,000.00 2,500.00 3,000.00 2,500.00 46,062.50	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,6 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 2,520.00 3,400.00 1,024.00 9,464.00 2,500.00 3,000.00 2,500.00 4,800.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366.67 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 2,520.00 3,400.00 1,024.00 233,095.25 37,500.00 2,500.00 2,500.00 4,800.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	13,366,60 12,531,25 1,750,00 212,231,25 1,750,00 212,231,25 6,600,00 4,800,00 11,400,00 2,520,00 3,400,00 1,024,00 9,464,00 233,095,25 37,500,00 3,000,00 2,500,00 2,510,00 2,500,00 2,500,00 2,510,00 2,500,00 2,510,	\$	13,366.6 17,500.00 12,531.25 1,750.00 212,231.25 6,600.00 4,800.00 11,400.00 2,520.00 3,400.00 1,024.00 9,466.40 233,095.25		156,800.00 205,000.00 147,000.00 20,500.00 2,489,300.00 148,000.00 114,000.00 25,200.00 50,400.00 30,240.00 131,040.00 450,000.00 36,000.00 36,000.00 37,50.00 552,750.00

\$	5,000.00	\$	22,416.66 4,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$ \$	269,000.00 50,000.00
\$ \$ \$	3,000.00 13,333.33 4,000.00 22,416.66	\$	13,333.33 4,000.00	\$	13,333.33 4,000.00	\$ \$	13,333.33 4,000.00 22,416.66	\$ \$	13,333.33 4,000.00	\$ \$	3,000.00 13,333.33 4,000.00	\$ \$ \$	13,333.33 4,000.00	\$	3,000.00 13,333.37 4,000.00	\$	36,000.00 160,000.00 48,000.00
\$	2,083.33	\$	91,395.83 2,083.33 3.000.00	\$	98,729.16 2,083.33 3,000.00	\$	88,729.16 2,083.33 3,000.00	\$	88,729.16 2,083.33 3,000.00	\$ \$ \$	2,083.33	\$	88,729.16 2,083.33 3,000.00	\$	2,083.37	\$ \$	1,080,750.00 25,000.00
\$ \$ \$ \$ \$	1,000.00 1,000.00 1,000.00 1,000.00 20,000.00 24,000.00	\$ \$ \$ \$	1,000.00 1,000.00 1,000.00 1,000.00 20,000.00 24,000.00	\$ \$ \$ \$	1,000.00 1,000.00 1,000.00 1,000.00 20,000.00 24,000.00	\$ \$ \$ \$	1,000.00 1,000.00 1,000.00 1,000.00 20,000.00 24,000.00	\$ \$ \$ \$	1,000.00 1,000.00 1,000.00 1,000.00 20,000.00 24,000.00	\$ \$ \$ \$ \$	1,000.00 1,000.00 1,000.00 1,000.00 20,000.00 24,000.00	\$ \$ \$ \$	1,000.00 1,000.00 1,000.00 1,000.00 20,000.00 24,000.00	\$ \$ \$ \$ \$	1,000.00 1,000.00 1,000.00 1,000.00 20,000.00 24,000.00	\$ \$ \$ \$ \$ \$	12,000.00 12,000.00 12,000.00 12,000.00 240,000.00 288,000.00
\$ \$ \$ \$ \$ \$ \$ \$	4,000.00 1,000.00 3,000.00 3,000.00	\$ \$ \$ \$ \$ \$	833.33 - - 4,000.00 1,000.00 3,000.00 3,000.00 11,833.33	\$ \$ \$ \$ \$ \$ \$ \$	833.33 2,333.33 - 4,000.00 1,000.00 3,000.00 3,000.00	\$ \$ \$ \$ \$ \$	833.33 2,333.33 - 4,000.00 1,000.00 3,000.00 3,000.00	\$ \$ \$ \$ \$ \$	833.33 2,333.33 - 4,000.00 1,000.00 3,000.00 3,000.00	\$ \$ \$ \$ \$ \$ \$	833.33 2,333.33 - 4,000.00 1,000.00 3,000.00 3,000.00	\$ \$ \$ \$ \$ \$	833.33 2,333.33 - 4,000.00 1,000.00 3,000.00 3,000.00	\$ \$ \$ \$ \$ \$ \$ \$	833.37 2,333.35 - 4,000.00 1,000.00 3,000.00 3,000.00	\$ \$ \$ \$ \$ \$ \$	10,000.00 14,000.00 - 48,000.00 12,000.00 36,000.00 156,000.00
\$	500.00 2,000.00 2,000.00 4,500.00	\$ \$ \$	500.00 2,000.00 2,000.00 4,500.00	\$ \$ \$	500.00 2,000.00 2,000.00 4,500.00	\$ \$ \$	500.00 2,000.00 2,000.00 4,500.00	\$ \$ \$	500.00 2,000.00 2,000.00 4,500.00	\$ \$ \$	500.00 2,000.00 2,000.00 4,500.00	\$ \$ \$	500.00 2,000.00 2,000.00 4,500.00	\$ \$ \$	500.00 2,000.00 2,000.00 4,500.00	\$ \$ \$	6,000.00 24,000.00 24,000.00 54,000.00



Indiana Tuition Support Estimate Calculator

Anticipated Free/Reduced Lunch Population	2019 Tuition Support	*Estimated Median per Pupil Complexity	Estimated 2019 Basic Grant
90% to 100%	\$5,548.00	\$1,750.00	\$7,298.00
80% to 90%	\$5,548.00	\$1,550.00	\$7,098.00
70% to 80%	\$5,548.00	\$1,350.00	\$6,898.00
60% to 70%	\$5,548.00	\$725.00	\$6,273.00

^{*}Please note that OEI does not have access to the full complexity formula. As a result, the numbers provided above are rough estimates and subject to change



Year 1 Detailed Budget

	FY2020	Assumptions:
	Year 1	
Enrollment Estimate	504	
Revenue		
State Funding		
Basic Grant	\$ 3,678,192.0	
Charter Facility Gr		
State SPED	\$ 138,600.	
Textbook Reimbur		
Total State Funding	\$ 4,219,992.	00
Federal Funding		
Federal Lunch Reir	mbursement \$ 226,800.	00
Federal Special Ed	\$ 63,000.	00 Ave \$125 per Total Student Population
Title I	\$ 201,600.	00 Ave \$400 per Total Student Population
Title II	\$ 30,240.	00 Ave \$60 per Total Student Population
CSP		Will apply in 2020
Total Federal Funding	\$ 521,640.	00
Private Funding		
Private Contribution		-
(Insert 2)	\$	<u>- </u>
Total Private Funding	\$	-
Other Income		
Interest Income	\$	-
Student Fees	\$	•
Overpayments/Re	funds \$	-
Other Revenue	\$ 12,000.	00
Total Other Income	\$ 12,000.	00
Total Revenue	4 . === .	<u></u>
Total Revenue	\$ 4,753,632.	00_
Expenses	\$ 4,753,632.	00
Expenses Instructional Expenses	\$ 4,753,632.	00
Expenses	<u>\$</u> 4,753,632.	<u>00 </u>
Expenses Instructional Expenses	\$ 4,753,632.1 \$ 1,960,000.1	00
Expenses Instructional Expenses Personnel Costs	\$ 1,960,000.0 \$	<u> </u>
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes	\$ 1,960,000.0 \$ \$ 156,800.	00 - Stipends for additional duties will be funded if addition: 00
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance	\$ 1,960,000. \$ \$ 156,800. \$ 205,000.	00 - Stipends for additional duties will be funded if addition: 00 00
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement	\$ 1,960,000.1 \$ \$ 156,800. \$ 205,000.	OO Stipends for additional duties will be funded if additions OO OO OO
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement Other Benefits	\$ 1,960,000.0 \$ 156,800.0 \$ 205,000.0 \$ 147,000.0 \$ 20,500.0	00 - Stipends for additional duties will be funded if addition: 00 00 00
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement	\$ 1,960,000.1 \$ \$ 156,800. \$ 205,000.	00 - Stipends for additional duties will be funded if addition: 00 00 00
Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Professional Services	\$ 1,960,000.1 \$ \$ 156,800. \$ 205,000. \$ 147,000. \$ 20,500.	Stipends for additional duties will be funded if additions OO OO OO OO OO
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Professional Services Instructional Service	\$ 1,960,000.0 \$ 156,800.0 \$ 205,000.0 \$ 147,000.0 \$ 2,489,300.0 \$ 2,489,300.0	OO - Stipends for additional duties will be funded if addition: OO OO OO OO \$18K/yr Lavinia Group
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Professional Services	\$ 1,960,000.0 \$ 156,800.0 \$ 205,000.0 \$ 147,000.0 \$ 2,489,300.0 \$ 2,489,300.0 \$ 48,000.0 \$ 48,000.0 \$ 48,000.0 \$ \$ \$ 48,000.0 \$ \$ 48,00	OO Stipends for additional duties will be funded if addition: OO OO OO S18K/yr Lavinia Group Limited due to strong SPED staffing and IPS partnership
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Professional Services Instructional Service	\$ 1,960,000.0 \$ 156,800.0 \$ 205,000.0 \$ 147,000.0 \$ 2,489,300.0 \$ 2,489,300.0 \$ 48,000.0 \$ 48,000.0 \$ 48,000.0 \$	OO Stipends for additional duties will be funded if addition: OO OO OO S18K/yr Lavinia Group Limited due to strong SPED staffing and IPS partnership
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Professional Services Instructional Servic SPED Services Total Professional Services Supplies & Materials	\$ 1,960,000.0 \$ 156,800.0 \$ 205,000.0 \$ 147,000.0 \$ 2,489,300.0 \$ 2,489,300.0 \$ 148,000.0 \$ 114,000.0	Stipends for additional duties will be funded if addition: OO OO OO S18K/yr Lavinia Group Limited due to strong SPED staffing and IPS partnership
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Professional Services Instructional Servi SPED Services Total Professional Services Supplies & Materials Field Trips	\$ 1,960,000.0 \$ 156,800.0 \$ 205,000.0 \$ 147,000.0 \$ 2,489,300.0 \$ 2,489,300.0 \$ 114,000.0 \$ 114,000.0 \$ \$ 25,200.0 \$ \$ \$ 25,200.0 \$ \$ 2	Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition:
Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Professional Services Instructional Services Total Professional Services Supplies & Materials Field Trips Assessments	\$ 1,960,000.0 \$ \$ 156,800.0 \$ 205,000.0 \$ 147,000.0 \$ 20,500.0 \$ 2,489,300.0 \$ 114,000.0 \$ \$ 25,200.0 \$ 25,200	Stipends for additional duties will be funded if addition: OO OO OO OO OO S18K/yr Lavinia Group OO Limited due to strong SPED staffing and IPS partnership OO S50/student OO S50/student
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Professional Services Instructional Services SPED Services Total Professional Services Supplies & Materials Field Trips Assessments Classroom Supplie	\$ 1,960,000.0 \$ \$ 156,800.0 \$ \$ 205,000.0 \$ \$ 24,489,300.0 \$ \$ 2,489,300.0 \$ \$ 141,000.0 \$ \$ 25,200.0 \$ \$ 25,200.0 \$ \$ 25,040.0 \$ \$ 50,440.0 \$	Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition:
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Professional Services Instructional Servic SPED Services Total Professional Services Supplies & Materials Field Trips Assessments Classroom Supplie Uniforms	\$ 1,960,000.0 \$ 156,800.0 \$ 205,000.0 \$ 147,000.0 \$ 2,489,300.0 \$ 2,489,300.0 \$ 114,000.0 \$ 114,000.0 \$ 25,200.0 \$ 25,200.0 \$ 25,200.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition:
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Professional Services Instructional Servic SPED Services Total Professional Services Supplies & Materials Field Trips Assessments Classroom Supplie	\$ 1,960,000.0 \$ 156,800.0 \$ 205,000.0 \$ 147,000.0 \$ 2,489,300.0 \$ 2,489,300.0 \$ 114,000.0 \$ 114,000.0 \$ 25,200.0 \$ 25,200.0 \$ 25,200.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition:
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Professional Services Instructional Servic SPED Services Total Professional Services Supplies & Materials Field Trips Assessments Classroom Supplie Uniforms	\$ 1,960,000.0 \$ 156,800.0 \$ 205,000.0 \$ 147,000.0 \$ 2,489,300.0 \$ 2,489,300.0 \$ 114,000.0 \$ 114,000.0 \$ 25,200.0 \$ 25,200.0 \$ 25,200.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ 30,240.0 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition:
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Professional Services Instructional Servic SPED Services Total Professional Services Supplies & Materials Field Trips Assessments Classroom Supplie Uniforms Total Supplies & Materials	\$ 1,960,000.05 \$ 156,800.05 \$ 205,000.05 \$ 24,489,300.05 \$ 2,489,300.05 \$ 147,000.05 \$ 25,200.05 \$ 25,200.05 \$ 25,200.05 \$ 25,200.05 \$ 25,200.05 \$ 21,400.05 \$ 21,	Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition: Stipends for additional duties will be funded if addition:
Expenses Instructional Expenses Personnel Costs Salary & Wages Stipends Payroll Taxes Health Insurance Retirement Other Benefits Total Personnel Costs Professional Services Instructional Services Total Professional Services Supplies & Materials Field Trips Assessments Classroom Supplie Uniforms Total Supplies & Materials Total Supplies & Materials Total Supplies & Materials Total Supplies & Materials	\$ 1,960,000.05 \$ 156,800.05 \$ 205,000.05 \$ 24,489,300.05 \$ 2,489,300.05 \$ 147,000.05 \$ 25,200.05 \$ 25,200.05 \$ 25,200.05 \$ 25,200.05 \$ 25,200.05 \$ 21,400.05 \$ 21,	Stipends for additional duties will be funded if addition; Stipends for additional duties will be funded if additional duties will be fun

Payroll Taxes	\$	36,000.00	
Health Insurance	\$	30,000.00	
Retirement	\$	33,750.00	
Other Benefits	\$	3,000.00	
Total Personnel Costs	\$	552,750.00	
Staff Training			
PD 1	\$	15,000.00	Additional PD (Lavinia incl above)
PD 2	\$	15,000.00	Additional PD (Lavinia incl above)
Total Staff Training	\$	30,000.00	
Supplies & Materials			
Postage	\$	6,000.00	
Supplies	\$	24,000.00	
Equipment Rental	\$	24,000.00	
Total Supplies & Materials	\$	54,000.00	
Professional Services			
Legal Fees	\$	10,000.00	
Authorizer Fee	\$	14,000.00	
Regional Fees	\$ \$	-	
Professional Services	\$	48,000.00	
Payroll Processing	\$	12,000.00	
Nurse Services	\$	36,000.00	
Accounting Fees	\$	36,000.00	
Total Professional Services	\$	156,000.00	
Other Expenses			
Travel	\$	12,000.00	
Dues & Fees	\$	12,000.00	
Recruitment	\$	12,000.00	
Employment Advertising	\$	12,000.00	
Total Other Expenses	\$	48,000.00	
		040 750 00	
Total Administration Expenses	\$	840,750.00	
•	\$	840,750.00	
Total Administration Expenses Facilities Expenses Building Lease	\$	25,000.00	Innovation Restart Fees
Facilities Expenses	•		Innovation Restart Fees
Facilities Expenses Building Lease	\$	25,000.00	Innovation Restart Fees Security/custodial
Facilities Expenses Building Lease Telephone Expense	\$	25,000.00 36,000.00	
Facilities Expenses Building Lease Telephone Expense Security	\$ \$ \$	25,000.00 36,000.00 160,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense	\$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses	\$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense	\$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment	\$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment Misc Computer	\$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00 50,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment Misc Computer Software Expense	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00 50,000.00 50,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment Misc Computer Software Expense Internet Connectivity	\$ \$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00 50,000.00 50,000.00 12,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment Misc Computer Software Expense Internet Connectivity Technology Services	\$ \$ \$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00 50,000.00 50,000.00 12,000.00 36,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment Misc Computer Software Expense Internet Connectivity Technology Services	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00 50,000.00 50,000.00 12,000.00 12,000.00 198,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment Misc Computer Software Expense Internet Connectivity Technology Services Total Technology Expenses Interest Expense	\$ \$ \$ \$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00 50,000.00 50,000.00 12,000.00 36,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment Misc Computer Software Expense Internet Connectivity Technology Services Total Technology Expenses Interest Expense Interest Expense Depreciation Expense Other Expense	\$ \$ \$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00 50,000.00 50,000.00 12,000.00 36,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment Misc Computer Software Expense Internet Connectivity Technology Services Total Technology Expenses Interest Expense Unterest Expense Extra-Curricular	\$ \$ \$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00 50,000.00 50,000.00 12,000.00 12,000.00 - - - 36,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment Misc Computer Software Expense Internet Connectivity Technology Services Total Technology Expenses Interest Expense Depreciation Expense Extra-Curricular Transportation	\$ \$ \$ \$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00 50,000.00 50,000.00 12,000.00 12,000.00 - - - 36,000.00 250,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment Misc Computer Software Expense Internet Connectivity Technology Services Total Technology Expenses Interest Expense Unterest Expense Extra-Curricular	\$ \$ \$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00 50,000.00 50,000.00 12,000.00 12,000.00 - - - 36,000.00	
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment Misc Computer Software Expense Internet Connectivity Technology Services Total Technology Expenses Interest Expense Depreciation Expense Extra-Curricular Transportation Student Lunch Expense Other Expense	\$ \$ \$ \$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00 50,000.00 50,000.00 12,000.00 - - - 36,000.00 250,000.00 250,000.00 226,800.00 80,000.00	Security/custodial
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment Misc Computer Software Expense Internet Connectivity Technology Services Total Technology Expenses Interest Expense Depreciation Expense Extra-Curricular Transportation Student Lunch Expense Other Expenses Other Expenses Other Expenses	\$ \$ \$ \$ \$ \$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00 50,000.00 50,000.00 12,000.00 12,000.00 - - - 36,000.00 250,000.00 250,000.00 250,000.00 250,000.00 250,000.00 250,000.00	Security/custodial
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment Misc Computer Software Expense Internet Connectivity Technology Services Total Technology Expenses Interest Expense Depreciation Expense Extra-Curricular Transportation Student Lunch Expense Other Expense	\$ \$ \$ \$ \$ \$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00 50,000.00 50,000.00 12,000.00 - - - 36,000.00 250,000.00 250,000.00 226,800.00 80,000.00	Security/custodial
Facilities Expenses Building Lease Telephone Expense Security Insurance Expense Total Facilities Expenses Technology Expenses Misc Equipment Misc Computer Software Expense Internet Connectivity Technology Services Total Technology Expenses Interest Expense Depreciation Expense Extra-Curricular Transportation Student Lunch Expense Other Expenses Other Expenses Other Expenses	\$ \$ \$ \$ \$ \$ \$ \$ \$	25,000.00 36,000.00 160,000.00 48,000.00 269,000.00 50,000.00 50,000.00 12,000.00 12,000.00 - - - 36,000.00 250,000.00 250,000.00 250,000.00 250,000.00 250,000.00 250,000.00	Security/custodial



5-Year Budget

	FY2020 Pre-Opening	FY2021 <i>Year 1</i>	FY2022 <i>Year 2</i>	FY2023 <i>Year 3</i>	FY2024 Year 4	
Enrollment Estimate	0	504	504	504	504	
Revenue						
State Funding	\$ -	\$ 4,219,992.00	\$ 4,262,191.92	\$ 4,262,191.92	\$ 4,262,191.92	1% Incr year 2
Federal Funding	\$ -	\$ 521,640.00	\$ 532,072.80	\$ 532,072.80	\$ 532,072.80	1% Incr
Private Funding	\$ 180,000.00	\$ -	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	TMT pre
Other Income	\$ 325,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	Walton pre
Total Revenue	\$ 505,000.00	\$ 4,753,632.00	\$ 4,831,264.72	\$ 4,831,264.72	\$ 4,831,264.72	_
Expenses						
Instructional Expenses						
Personnel Costs	\$ -	\$ 2,489,300.00	\$ 2,594,576.00	\$ 2,640,757.52	\$ 2,687,862.67	
Instructional Services	\$ -	\$ 114,000.00	\$ 114,000.00	\$ 116,280.00	\$ 118,605.60	
Supplies & Materials	\$ -	\$ 131,040.00	\$ 131,040.00	\$ 75,000.00	\$ 76,500.00	Adjust down from start-up
Total Instructional Expenses	\$ -	\$ 2,734,340.00	\$ 2,839,616.00	\$ 2,832,037.52	\$ 2,882,968.27	_
Administration Expenses						
Personnel Costs	\$ 301,337.50	\$ 552,750.00	\$ 563,145.00	\$ 573,747.90	\$ 584,562.86	
Staff Training	\$ 15,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,600.00	\$ 31,212.00	
Supplies & Materials	\$ 15,000.00	\$ 54,000.00	\$ 36,000.00	\$ 36,720.00	\$ 37,454.40	
Professional Services	\$ 50,000.00	\$ 156,000.00	\$ 145,000.00	\$ 125,000.00	\$ 127,500.00	Adj down from start-up yr
Other Expenses	\$ -	\$ 48,000.00	\$ 48,000.00	\$ 48,960.00	\$ 49,939.20	
Total Administration Expenses	\$ 381,337.50	\$ 840,750.00	\$ 822,145.00	\$ 815,027.90	\$ 830,668.46	_
Facilities						
Building Lease	\$ -	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	
Maintenance	\$ -	\$ 244,000.00	\$ 244,000.00	\$ 100,000.00	\$ 102,000.00	Adj down from start-up yr.
Equipment	\$ 25,000.00	\$ 50,000.00	\$ 50,000.00	\$ 15,000.00	\$ 15,000.00	Adj down from start-up yr.
Total Facilities Expenses	\$ 25,000.00	\$ 319,000.00	\$ 319,000.00	\$ 140,000.00	\$ 142,000.00	_
Technology Expense	\$ 50,000.00	\$ 148,000.00	\$ 148,000.00	\$ 50,000.00	\$ 25,000.00	
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	
Depreciation Expense	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Expenses						
Extra-Curricular	\$ -	\$ 36,000.00	\$ 36,000.00	\$ 36,720.00	\$ 37,454.40	
Transportation	\$ -	\$ 250,000.00	\$ 250,000.00	\$ 255,000.00	\$ 260,100.00	
Student Lunch Expense	\$ -	\$ 226,800.00	\$ 226,800.00	\$ 231,336.00	\$ 235,962.72	
Other	\$ -	\$ 80,000.00	\$ 80,000.00	\$ 81,600.00	\$ 83,232.00	<u> </u>
Total Other Expenses	\$ -	\$ 592,800.00	\$ 592,800.00	\$ 604,656.00	\$ 616,749.12	
Total Expenses	\$ 456,337.50	\$ 4,634,890.00	\$ 4,721,561.00	\$ 4,441,721.42	\$ 4,497,385.85	_ _
Net Operating Income	\$ 48,662.50	\$	\$ 109,703.72			



Pre-opening and year 1 staffing model is provided. Please extend staffing model for all seven years of the charte term

Staffing Plan		Pre-Opening (2019-2020) Year 1 (2020-2021) Pepartment N Salary Taxes Health Retirement Other Total Free Ol N Salary Taxes Health Retirement Other						Ye	ar 2 (2021-2022	2)				Y	ear 3 (2022-2023	3)				Yea	ır 4 (2023-2024)					Year 5 (20	024-2025)						
Employee	Position					Total (Year 0) %				Total (Year 1)	% 100%	Salary		uith Retiremen		Total (Year 2)					Other T	Total (Year 3)	% Sal		faxes Health			1 (Year 4)	% Salary	Taxes		rtirement Other	Total (Year 5)
	Executive Director Dir Ops	Administration 10 Administration 5	00% \$ 125,000 \$	10,000 \$ 5,000 \$ 6,600 \$ 5,000 \$	9,375 \$ 500 6,375 \$ 500	\$ 149,875 100% 5 \$ 54,338 100% 5		10,000 \$ 5,000 6,800 \$ 5,000	\$ 9,375 \$ 500 \$ 6,375 \$ 500	\$ 149,875 \$ 103,675	100%	\$ 127,500	10,200 \$	5,000 \$ 9,56	63 5 500	\$ 152,763 \$ 105,639	100%	\$ 130,050 \$ \$ 88,434 \$	10,404 \$ 5,00 7,075 \$ 5,00		500 S	155,708		32,651 \$ 90,203 \$	10,612 \$ 5,00 7,216 \$ 5.00	30 \$ 9,949 \$ 30 \$ 6,765 \$			100% \$ 135,304 100% \$ 92.00	\$ 10,824	\$ 5,000 \$	10,148 \$ 500	\$ 161,776 \$ 111,768
	Dir Inst Curr Achieve	Administration 5		7,200 \$ 5,000 \$	6,750 \$ 500	\$ 57,225 100% \$		7,200 \$ 5,000	\$ 6,750 \$ 500			\$ 91,800	7,344 \$	5,000 \$ 6,88	85 \$ 500	\$ 111,529	100%	\$ 93,636 \$	7,491 \$ 5,00					95,509 \$		00 \$ 7,163 \$			100% \$ 97,419	\$ 7,794	\$ 5,000 \$	7,306 \$ 500	
	Dean of Students	Administration 5	son: \$ 60,000 \$	4,800 \$ 5,000 \$	4,500 \$ 500	\$ 39,900 100% \$	60,000 \$	4,800 \$ 5,000	\$ 4,500 \$ 500	\$ 74,800	100%	\$ 61,200	4,896 5	5,000 \$ 4,59	90 \$ 500	\$ 76,186	100%	\$ 62,424 \$	4,994 \$ 5,00	00 \$ 4,682 \$	500 \$		100% \$	63,672 \$	5,094 \$ 5,0	00 \$ 4,775 \$			100% \$ 64,946	\$ 5,196	\$ 5,000 \$	4,871 \$ 500	
	Office Mgr		00% \$ - \$	- 5 - 5		\$ - 100% \$		3,600 \$ 5,000	\$ 3,375 \$ 500		100%	\$ 45,900	3,672 \$	5,000 \$ 3,44		\$ 58,515	100%	\$ 45,818 \$	3,745 \$ 5,00					47,754 \$	3,820 \$ 5,00	30 \$ 3,582 \$			100% \$ 48,707		\$ 5,000 \$	3,653 \$ 500	
	Ops Mgr	Administration 10	00% S - S			\$ - 100% \$		3,600 \$ 5,000	\$ 3,375 \$ 500	\$ 57,475	100%	\$ 45,900	3,672 \$	5,000 \$ 3,44	43 \$ 500	\$ 58,515	100%	\$ 46,818 \$	3,745 \$ 5,00	00 \$ 3,511 \$	500 \$	59,575	100% \$ -	47,754 \$	3,820 \$ 5,0	30 \$ 3,582 \$	500 \$		100% \$ 48,70°	\$ 3,897	\$ 5,000 S	3,653 \$ 500	\$ 61,759 \$ 5,500
Administration Personnel		Administration 10	5 242,500 5	19.400 \$ 20.000 \$	18.188 \$ 1.250	5 301.338 5		16 000 \$ 30 000	5 11750 5 1000	5 552,750	100%	5 459 000	16720 5 1	10,000 5 34,42	25 5 3 000	5 563,145	100%	5 468 180 5	37.454 5 30.00	00 \$ 15,114 \$	1000 5	573 768	100% 5	77 544 5	38 203 \$ 30.00	n s 15816 s	1000 5	584.563		5 18 908		16 512 5 1 500	5 601,094
				., ,								,									,	313,513		,				30,233	,				
	Instructional Coach	Instructional	5 - 5	- 5 - 5	- 5 -	\$ - 100% \$		4,400 \$ 5,000	\$ 4,125 \$ 500		100%	\$ 56,100	4,488 5	5,000 \$ 4,20		\$ 70,295	100%	\$ 57,222 \$	4,578 \$ 5,00				100% \$	58,366 \$	4,669 \$ 5,00	00 \$ 4,377 \$			100% \$ 59,53-	\$ 4,763	\$ 5,000 \$	4,465 \$ 500	
	Instructional Coach	Instructional	5 - 5		- 5 -	\$ - 100% \$	55,000 \$	4,400 \$ 5,000	\$ 4,125 \$ 500		100%	\$ 56,100	4,488 5	5,000 \$ 4,20	08 \$ 500	\$ 70,295	100%	\$ 57,222 \$	4,578 \$ 5,00				100% \$	58,366 \$	4,669 \$ 5,0	30 \$ 4,377 \$			100% \$ 59,53-	\$ 4,763	\$ 5,000 \$	4,465 \$ 500	
	Learning Supp. Coord Social Worker	Instructional	3 : 3			\$ - 100% \$ \$ - 100% \$	50,000 \$	4,800 \$ 5,000	\$ 4,500 \$ 500 \$ 4,125 \$ 500	\$ 74,800 \$ 69,025	100%	\$ 61,200	4,896 \$	5,000 \$ 4,55	90 \$ 500	\$ 76,185 \$ 70,296	100%	\$ 62,424 \$ \$ 57,222 \$	4,994 \$ 5,00 4,578 \$ 5,00		500 \$		100% \$ 100% \$	63,672 \$	5,094 \$ 5,0	30 \$ 4,775 \$			100% \$ 64,949 100% \$ 59,53-	\$ 5,196	\$ 5,000 \$	4,871 \$ 500	\$ 80,513 \$ 74,262
	Social Worker	Instructional				5 - 100% S	55,000 5	4,400 \$ 5,000	5 4,125 5 500	\$ 69,025	100%	5 56,100	4,488 5	5,000 \$ 4,20 5,000 £ 4,20	08 5 500	\$ 70,296	100%	5 57,222 5	4,578 \$ 5,08	00 5 4,292 5	500 \$	71,591	100% \$	28,300 \$	4,009 5 5,0	30 5 4,377 5 30 6 4,377 6	500 \$		100% 5 59,53	5 4,763	5 5,000 5	4,465 \$ 500	5 74,262
	Counselor	Instructional	4 1 1	1 1 1 1		4 . 0%	, ,,,,,,,,,	4,400 3 3,000		5 05,013	100%	5 30,100				5 70,230	100%	5 37,222 5				72,332	100% \$		- 5				100% \$ -				5 /4,202
	Culture Aide	Instructional	5 - 5			\$ - 100% \$	35,000 \$	2,800 \$ 5,000	\$ 2,625 \$ 500	\$ 45,925	100%	\$ 35,700	2.856 5	5.000 \$ 2.67	78 5 500	\$ 46,734	100%	5 35,414 5	2,913 \$ 5.00	00 \$ 2.731 \$	500 \$	47,558		37.142 5	2.971 \$ 5.0	00 5 2.786 5	500 \$		100% \$ 37.88	\$ 3,031	\$ 5,000 \$	2.841 5 500	5 49.257
	Culture Aide	Instructional	\$ - \$	- 3 - 3	- 5 -	\$ - 100% \$	35,000 \$	2,800 \$ 5,000	\$ 2,625 \$ 500	\$ 45,925	100%	\$ 35,700	2,856 \$	5,000 \$ 2,63	78 \$ 500	\$ 46,734	100%	\$ 35,414 \$	2,913 \$ 5,00	00 \$ 2,731 \$	500 \$	47,558	100% \$	37,142 \$	2,971 \$ 5,00	00 \$ 2,786 \$	500 \$		100% \$ 37,885	\$ 3,031	\$ 5,000 \$	2,841 \$ 500	\$ 49,257
	Kindergartern Teacher	Instructional	5 - 5	- 5 - 5		\$ - 100% \$	50,000 \$	4,000 \$ 5,000	\$ 3,750 \$ 500	\$ 63,250	100%	\$ 51,000	4,080 \$	5,000 \$ 3,83	25 \$ 500	\$ 64,405	100%	\$ 52,020 \$	4,162 \$ 5,00	00 \$ 3,902 \$	500 \$	65,583	100% \$	53,060 \$	4,245 \$ 5,00	30 \$ 3,980 \$	500 \$		100% \$ 54,12	\$ 4,330	\$ 5,000 \$	4,059 \$ 500	\$ 68,010
	Kindergartern Teacher 1st Grade Teacher	Instructional	5 - 5			\$ - 100% \$	50,000 \$	4,000 \$ 5,000	\$ 3,750 \$ 500	\$ 63,250 \$ 63,250	100%	\$ 51,000	4,080 \$	5,000 \$ 3,83	25 \$ 500	\$ 64,405	100%	\$ 52,020 \$ \$ 52,020 \$	4,162 \$ 5,00		500 \$		100% \$	53,060 \$	4,245 \$ 5,01	30 \$ 3,980 \$			100% \$ 54,12	\$ 4,330	\$ 5,000 \$	4,059 \$ 500	\$ 68,010 \$ 68,010
	1st Grade Teacher 1st Grade Teacher	Instructional	3 : 3			\$ - 100% \$ \$ - 100% \$	50,000 5	4,000 \$ 5,000	\$ 1,750 \$ 500 \$ 1,750 \$ 500	\$ 63,250 \$ 63,250	100%	5 51,000	4,080 5	5,000 5 3,83	25 5 500	S 64,405 S 64,405	100%	5 52,020 5	4,162 \$ 5,00		500 S		100% \$ 100% \$	51,060 \$	4,245 5 5,01	30 5 3,980 5	500 \$		100% \$ 54,12; 100% \$ 54,12;	5 4,330	5 5,000 5	4,059 \$ 500	\$ 68,010 \$ 68,010
	2nd Grade Teacher	Instructional	4 1 1	1 1 1 1		100%	50,000 5	4,000 \$ 5,000	5 1750 5 500	5 63,250	100%	5 51,000	4080 5	5,000 5 3,83	25 5 500	\$ 64,405	100%	5 52,020 5	4162 5 500	00 5 3,902 5	500 \$	65,583	100% \$	53,000 5	4 245 5 5 0	30 5 1980 5	500 \$		100% 5 54.12	5 4330	5 5,000 5	4059 5 500	5 68,010
	2nd Grade Teacher	Instructional	5 - 5			s - 100% S	50,000 \$	4,000 \$ 5,000	\$ 3,750 \$ 500	\$ 63,250	100%	\$ 51,000	4.080 \$	5.000 \$ 3.82	25 \$ 500	\$ 64,405	100%	S 52,020 S	4.162 \$ 5.00	00 5 3,902 5	500 \$		100% \$	53,060 \$	4,245 \$ 5.0	00 5 3,980 5	500 \$		100% \$ 54.12	5 4,330	\$ 5,000 \$	4.059 \$ 500	\$ 68,010
	3rd Grade Teacher	Instructional	5 - 5			\$ - 100% \$	50,000 \$	4,000 \$ 5,000	\$ 3,750 \$ 500	\$ 63,250	100%	\$ 51,000	4,080 \$	5,000 \$ 3,83	25 \$ 500	\$ 64,405	100%	\$ 52,020 \$	4,162 \$ 5,00	00 \$ 3,902 \$	500 \$	65,583	100% \$	53,060 \$	4,245 \$ 5,01	30 \$ 3,980 \$	500 \$	66,785	100% \$ 54,12	\$ 4,330	\$ 5,000 \$	4,059 \$ 500	\$ 68,010
	3rd Grade Teacher	Instructional	5 - 5	- 5 - 5		\$ - 100% \$	50,000 \$	4,000 \$ 5,000	\$ 3,750 \$ 500	\$ 63,250	100%	\$ 51,000	4,080 \$	5,000 \$ 3,83	25 \$ 500	\$ 64,405	100%	\$ 52,020 \$	4,162 \$ 5,00	00 \$ 3,902 \$	500 \$	65,583	100% \$	53,060 \$	4,245 \$ 5,00	30 \$ 3,980 \$	500 \$		100% \$ 54,12	\$ 4,330	\$ 5,000 \$	4,059 \$ 500	\$ 68,010
	4th Grade Teacher	Instructional	5 - 5			\$ - 100% \$	50,000 \$	4,000 \$ 5,000	\$ 3,750 \$ 500	\$ 63,250	100%	\$ 51,000	4,080 \$	5,000 \$ 3,83	25 \$ 500	\$ 64,405	100%	\$ 52,020 \$	4,162 \$ 5,00	00 \$ 3,902 \$	500 \$	65,583	100% \$	53,060 \$	4,245 \$ 5,01	30 \$ 3,980 \$	500 \$		100% \$ 54,12	\$ 4,330	\$ 5,000 \$	4,059 \$ 500	\$ 68,010
	4th Grade Teacher Science Teacher	Instructional				\$ - 100% \$	50,000 \$	4,000 \$ 5,000	\$ 3,750 \$ 500	\$ 63,250 \$ 63,250	100%	5 51,000	4,080 5	5,000 \$ 3,82	25 5 500	\$ 64,405	100%	5 52,020 5	4,162 \$ 5,00	00 \$ 3,902 \$ 00 \$ 3,902 \$	500 \$	65,583	100% \$	53,060 \$	4,245 5 5,00	30 5 3,980 5	500 \$		100% \$ 54,12: 100% \$ 54.12:	5 4,330	5 5,000 5	4,059 \$ 500	\$ 68,010 \$ 68,010
	5/6 Humanities Tchr	Instructional	2 : 2			\$ - 100% S	50,000 \$	4,000 \$ 5,000	5 3,750 5 500	5 63,250	100%	5 51,000	4,080 5	5,000 \$ 3,82	25 5 500	5 64,405	100%	5 52,020 5	4,162 5 5,00		500 5	65,583	100% \$	53,000 \$	4,245 5 5,01	30 5 3,980 5	500 \$		100% 5 54,12	5 4,330	5 5,000 5	4,059 \$ 500	5 68,010
	5/6 Humanities Tchr	Instructional	5 - 5			\$ - 100% \$	50,000 \$	4,000 \$ 5,000	5 3,750 5 500	\$ 63,250	100%	\$ 51,000	4.080 5	5,000 5 3,82	25 \$ 500	\$ 64,405	100%	5 52,020 5	4.162 5 5.00	00 5 3,902 5	500 \$	65,583	100% \$	53,060 \$	4,245 \$ 5.00	00 5 3,980 5	500 \$		100% \$ 54.12	5 4,330	\$ 5,000 \$	4.059 \$ 500	5 68,010
	5/6 STEM Teacher	Instructional	\$ - \$	- 3 - 3	- 5 -	\$ - 100% \$	50,000 \$	4,000 \$ 5,000	\$ 3,750 \$ 500	\$ 63,250	100%	\$ 51,000	4,080 \$	5,000 \$ 3,83	25 \$ 500	\$ 64,405	100%	\$ 52,020 \$	4,162 \$ 5,00	00 \$ 3,902 \$	500 \$	65,583	100% \$	53,060 \$	4,245 \$ 5,00	00 \$ 3,980 \$	500 \$		100% \$ 54,12	\$ 4,330	\$ 5,000 \$	4,059 \$ 500	\$ 68,010
	5/6 STEM Teacher	Instructional	5 - 5	- 5 - 5	- 5 -	\$ - 100% \$	50,000 \$	4,000 \$ 5,000	\$ 3,750 \$ 500	\$ 63,250	100%	\$ 51,000	4,080 \$	5,000 \$ 3,83	25 \$ 500	\$ 64,405	100%	\$ 52,020 \$	4,162 \$ 5,00	00 \$ 3,902 \$	500 \$	65,583	100% \$	53,060 \$	4,245 \$ 5,00	00 \$ 3,980 \$	500 \$		100% \$ 54,12	\$ 4,330	\$ 5,000 \$	4,059 \$ 500	\$ 68,010
	7 Humanities Teacher	Instructional	5 - 5		- 5 -	\$ - 100% \$	50,000 \$	4,000 \$ 5,000	\$ 3,750 \$ 500	\$ 63,250	100%	\$ 51,000	4,080 \$	5,000 \$ 3,83	25 \$ 500	\$ 64,405	100%	\$ 52,020 \$	4,162 \$ 5,00		500 \$	65,583	100% \$	53,060 \$	4,245 \$ 5,00	30 \$ 3,980 \$	500 \$		100% \$ 54,12	\$ 4,330	\$ 5,000 \$	4,059 \$ 500	\$ 68,010
	8 Humanities Teacher 7 Math Teacher	Instructional	3 : 3			\$ - 100% \$ \$ - 100% \$	5 50,000 S	4,000 \$ 5,000	\$ 3,750 \$ 500 \$ 3,750 \$ 500	\$ 63,250 \$ 63,250	100%	5 51,000	4,080 5	5,000 5 3,83	25 5 500	\$ 64,405 \$ 64,405	100%	\$ 52,020 \$ \$ 52,020 \$	4,162 \$ 5,00		500 \$	65,583 65,583	100% \$ 100% \$	51,060 \$	4,245 5 5,01	30 5 3,980 5	500 \$		100% \$ 54,12; 100% \$ 54,12;	5 4,330	5 5,000 5	4,059 \$ 500	\$ 68,010 \$ 68,010
	8 Math Teacher	Instructional	2 : 2			\$ - 100% S	50,000 5	4,000 5 5,000	5 3,750 5 500	5 63,250	100%	5 51,000	4,080 S	5,000 5 3,83	25 5 500	5 64,405	100%	5 52,020 5	4,162 5 5,00	00 5 3,902 5 00 5 3,902 5	500 \$	65,583	100% \$	53,000 \$ 53,060 \$	4,245 5 5,0	30 5 3,980 5 30 5 3,980 5	500 \$		100% 5 54,12	5 4,330	5 5,000 5	4,059 5 500	5 68,010
	Science Teacher	Instructional	4 . 4			t . 100% S	50,000 5	4,000 \$ 5,000	5 1750 5 500	\$ 63,250	100%	5 51,000	4080 5	5,000 5 3,83	25 5 500	5 64.405	100%	5 52 020 5	4162 5 500	00 5 3,902 5	500 \$	65,583	100% 5	53.060 5	4.245 5 5.0	00 5 1980 5	500 \$		100% \$ 54.12	5 4330	5 5,000 5	4059 5 500	\$ 68,010
	ENL/Special Ed Teacher	Instructional	5 - 5			\$ - 100% \$	50,000 \$	4,000 \$ 5,000	\$ 3,750 \$ 500	\$ 63,250	100%	\$ 51,000	4,080 \$	5,000 \$ 3,82	25 \$ 500	\$ 64,405	100%	\$ 52,020 \$	4,162 \$ 5,00		500 \$	65,583	100% \$	53,060 \$	4,245 \$ 5,0	30 \$ 3,980 \$	500 \$	66,785	100% \$ 54,12	\$ 4,330	\$ 5,000 \$	4,059 \$ 500	\$ 68,010
	Special Ed Teacher	Instructional	5 - 5		- 5 -	\$ - 100% \$	50,000 \$	4,000 \$ 5,000	\$ 3,750 \$ 500	\$ 63,250	100%	\$ 51,000	4,080 \$	5,000 \$ 3,83	25 \$ 500	\$ 64,405	100%	\$ 52,020 \$	4,162 \$ 5,00		500 \$	65,583	100% \$	53,060 \$	4,245 \$ 5,00	30 \$ 3,980 \$	500 \$		100% \$ 54,12	\$ 4,330	\$ 5,000 \$	4,059 \$ 500	\$ 68,010
	Special Ed Teacher	Instructional	5 - 5			\$ - 100% \$	50,000 \$	4,000 \$ 5,000	\$ 3,750 \$ 500	\$ 63,250 \$ 63,250	100%	\$ 51,000	4,080 \$	5,000 \$ 3,83	25 \$ 500	\$ 64,405	100%	\$ 52,020 \$	4,162 \$ 5,00		500 \$		100% \$	53,060 \$	4,245 \$ 5,01	30 \$ 3,980 \$	500 \$		100% \$ 54,12	\$ 4,330	\$ 5,000 \$	4,059 \$ 500	\$ 68,010
	Special Ed Teacher	Instructional	5 - 5			\$ - 100% \$	50,000 \$	4,000 \$ 5,000	5 3,750 5 500	\$ 63,250 \$ 63,250	100%	5 51,000	4,080 5	5,000 \$ 3,83	25 5 500	\$ 64,405	100%	5 52,020 5	4,162 \$ 5,00		500 \$	65,583	100% \$	53,060 \$	4,245 5 5,00	30 5 3,980 5	500 \$		100% \$ 54,12: 100% \$ 54.12:	5 4,330	5 5,000 5	4,059 \$ 500	\$ 68,010
1	Special Ed Teacher Special Ed Teacher	Instructional	2 : 3			\$ - 100% \$ \$ - 100% \$	5 50,000 S	4,000 \$ 5,000	\$ 1,750 \$ 500 \$ 1,750 \$ 500	\$ 63,250 \$ 63,250	100%	5 51,000	4,080 S	5,000 \$ 3,83	25 5 500	\$ 64,405	100%	\$ 52,020 \$ \$ 52,020 \$	4,162 \$ 5,00	00 \$ 3,902 \$ 00 \$ 3,902 \$	500 \$	65,583	100% \$ 100% \$	53,000 \$ 53,060 \$	4,245 5 5,0	au > 1,980 \$ an 5 1980 5	500 \$		100% 5 54,12: 100% 5 54,12:	5 4,330	5 5,000 S	4,059 \$ 500	\$ 68,010 \$ 68,010
1	Special Ed Teacher	Instructional	3 . 3			\$ - 0% \$		- 5 -	5 . 5 .	5	100%	5 31,000			5 .	\$	100%	5 - 5	. 5	. 5 . 5		00,363	100% \$. 5	. 5	5 . 5			100% \$ -	\$	5 - 5	- 3 -	\$
1	K Asst Teacher	Instructional	5 5	- 5 - 5	- 5 -	\$ - 100% \$	35,000 \$	2,800 \$ 5,000	\$ 2,625 \$ 500	\$ 45,925	100%	\$ 35,700	2,856 \$	5,000 \$ 2,67	78 \$ 500	\$ 46,734	100%	\$ 35,414 \$	2,913 \$ 5,00		500 \$	47,558	100% \$	37,142 \$	2,971 \$ 5,00	2,786 \$		48,399	100% \$ 37,885	\$ 3,031	\$ 5,000 \$	2,841 \$ 500	\$ 49,257
1	K Asst Teacher	Instructional	5 - 5	- 5 - 5		\$ - 100% \$	35,000 \$	2,800 \$ 5,000	\$ 2,625 \$ 500	\$ 45,925	100%	\$ 35,700 :	2,856 \$	5,000 \$ 2,67	78 \$ 500	\$ 46,734	100%	\$ 35,414 \$	2,913 \$ 5,00		500 \$	47,558	100% \$	37,142 \$	2,971 \$ 5,00	30 \$ 2,786 \$	500 \$		100% \$ 37,880	\$ 3,031	\$ 5,000 \$	2,841 \$ 500	\$ 49,257
	1/2 Asst Teacher	Instructional	5 - 5	- 5 - 5	- 5 -	\$ - 100% \$	35,000 \$	2,800 \$ 5,000	\$ 2,625 \$ 500	\$ 45,925	100%	\$ 35,700 :	2,856 \$	5,000 \$ 2,63	78 \$ 500	\$ 46,734	100%	\$ 35,414 \$	2,913 \$ 5,00		500 \$	47,558	100% \$	37,142 \$	2,971 \$ 5,00	00 \$ 2,786 \$	500 \$		100% \$ 37,889	\$ 3,031	\$ 5,000 \$	2,841 \$ 500	\$ 49,257
1	3/4 Asst Teacher 5/6 Asst Teacher	Instructional	5 - 5			\$ - 100% \$ \$ - 100% \$	35,000 \$	2,800 \$ 5,000	\$ 2,625 \$ 500 \$ 2,625 \$ 500	\$ 45,925 \$ 45,925	100%	5 35,700	2,856 \$	5,000 \$ 2,63	78 5 500	\$ 46,734 \$ 46,734	100%	\$ 35,414 \$ \$ 35,414 \$	2,913 \$ 5,00 2,913 \$ 5.00		500 \$		100% \$ 100% \$	37,142 \$ 37,147 \$	2,971 \$ 5,00	30 \$ 2,786 \$ 30 \$ 2,786 \$			100% \$ 37,88° 100% \$ 37.88°	5 3,031	5 5,000 \$	2,841 \$ 500	\$ 49,257 \$ 49,257
	5/6 Asst Teacher Enrichment Teacher	Instructional	2 : 3			\$ - 100% S \$ - 100% S	35,000 S 45,000 S	2,800 \$ 5,000 3,600 \$ 5,000	\$ 2,625 \$ 500 \$ 1,175 \$ 500	\$ 45,925 \$ 57,475	100%	5 35,700 5	2,856 S 3,677 S	5,000 \$ 2,67	/8 5 500 43 5 500	\$ 46,734 \$ 58,515	100%	5 36,414 5 5 46,818 5	2,913 5 5,00 3,745 5 5,00		500 \$	47,558 59,575		37,142 S 47.754 S	3,971 5 5,01	au > 2,786 \$	500 \$		100% 5 37,880 100% 5 48,700	5 3,031 5 3,897	5 5,000 5	2,841 5 500	\$ 49,257 \$ 61,759
	Enrichment Teacher	Instructional	4 . 4			s - 100% S	45,000 5	1600 5 5,000	5 1175 5 500	\$ 57,475		5 45,900	1677 5	5,000 5 3,44	43 5 500	5 58,515	100%	5 45,818 5	1745 5 500	00 5 3,511 5	500 \$		100% \$	47.754 5	1820 5 50	30 5 3582 5	500 \$		100% 5 48,70	5 3.897	5 5,000 5	1653 5 500	5 61,759
	Enrichment Teacher	Instructional	3 . 3			\$ - 100% \$	45,000 \$	3,600 \$ 5,000	\$ 1,175 \$ 500	\$ 57,475	100%	\$ 45,900	3,672 \$	5,000 \$ 3,44	43 \$ 500	\$ 58,515	100%	5 46,818 5	3,745 \$ 5,00		500 \$		100% \$	47,754 \$	3,820 \$ 5,0	20 \$ 3,582 \$	500 \$	60,656	100% \$ 48,700	\$ 3,897	\$ 5,000 \$	3,653 \$ 500	\$ 61,759
			5 - 5			\$ - 100% \$			\$ - \$ -	\$.	100%	\$ - :			5 -	\$ -	100%	5 - 5	- \$ -	5 - 5			100% \$	- 5	- 5 -	5 - 5			100% \$ -	s -	5 - 5	- 5 -	\$ -
Instructional Personnel			\$ - \$	- 5 - 5	. \$.	\$ - \$	1,960,000 \$ 1	156,800 \$ 205,000	\$ 147,000 \$20,500	\$ 2,489,300		\$ 1,999,200	\$ 159,936 \$ 20	25,000 \$ 149,94	00 \$ 20,500	\$ 2,534,576	-	\$ 2,039,184 \$	163,135 \$ 205,00	00 \$ 152,939 \$	20,500 \$	2,580,758	\$ 2,0	79,968 \$ 1	166,397 \$ 205,00	0 \$ 155,998 \$	20,500 \$ 2	,627,863	\$ 2,121,56	\$ 169,725	\$ 205,000 \$	159,118 \$ 20,500	\$ 2,675,910
All Personnel Expenses			5 242.500 \$	19,400 \$20,000 \$	18.188 \$ 1.250	5 301.338 5	2.410.000 5 1	192,800 \$ 235,000	5 180.750 523.500	5 3.042.050	1	5 2.458.200 :	5 296,656 5 23	S.000 S 184.36	S 5 23,500	5 3.097.721		5 2,507,364 5	200.589 \$ 235.00	00 \$ 188.052 \$	23,500 5	3.154.505	5 2.5	57.511 5 2	104.601 \$ 235.00	0 5 191.813 5	23,500 5 3	212.426	\$ 2,608,662	\$ 208,693	5 240,000 S	195,650 \$ 24,000	\$ 3,277,004
											•			, , , , , , , , , , , , , , , , , , , ,					7 444,01														



Budget Narrative

	Question	Briefly Describe Proposed Activities
1	Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties. Are there any expenditures that are essential to the model that cannot be cut under any circumstances?	Our budget reflects our ideal staffing level and includes start-up grant funds. We have flexibility in the budget to reduce costs if start-up grant funds are not available. Also, we would not fully staff up to our ideal staffing level if enrollment does not support that. We will closely monitor our enrollment progress as we approach year one. As our enrollment and overall revenue projections become clearer, we will add staff accordingly. This is the most important thing we can do to make sure we're financially responsible.
2	Explain how the school will make certain that sufficient funds are available to cover a) any special education costs incurred, and b) any transportation costs necessary to ensure the school will be both open and accessible	Our budget includes significant special education staffing and we will work with IPS as an innovation school partner to augment our special education services. We are budgeting for transportation and anticipate negotiating transportation services with IPS as well.
3	Explain your rationale for the enrollment projections you made on the attached budget documents	
4	Please include any additional details necessary for understanding your strategic budgeting priorities.	Our number one, two, and three strategic budgeting priorities are all about staffing. We want to be competitive enough with salaries to attract quality staff. We also want to partner with IPS in a way that allows us the resources to have enough staff in place from the beginning to ensure we can implement our academic program immediately. In addition to those things, we have resources earmarked for staff morale and for stipends to pay staff appropriately for additional duties. We want to make this a school where we attract and retain quality staff.



Promise Prep Professional Development Series

Promise Prep School 2021-2022 Priorities		
1	Academics (Intellectual Preparation): Build teacher knowledge. Meet to unpack texts/problems and plan strong questioning. Collaborate across grades.	
2	Student Culture (Strong Tier 1 Systems): Enforce unified behavior systems that consistently reinforce excellence. Individual and whole-class incentives based on Core Values. Reward the individual and team with positive experiences and events. Collaborate amongst one another-parents, teachers, leaders. Clear and consistent Dean's Office systems. Give all scholars something to buy-in to.	
3	Adult Culture Whenever we see something that is not the vision, we will never look away.	

Sample Friday Professional Development Sessions:

Session	School Priority
Math CGI Session on Equal Shares Story Problem Type	Academic: Intellectual Preparation
Guided Reading Overview What is Guided Reading? How to write and execute a Book Introduction	Academic: Intellectual Preparation
Promise Prep Data Day K-8 ELA Data Meetings K-8 Math Data Meetings K-2 - Aggressive Monitoring & Coaching Training	Academic: Intellectual Preparation
Positive Framing and Authentic narration	Strong Teir 1 System
Classroom routines and Procedures	Strong Teir 1 System
100%	Strong Teir 1 System
Engaging & Building Relationships with Families	Strong Teir 1 System
Time and Task Management Training	Adult Culture
Racial Identity Awareness	Adult Culture
Implicit Bias, Stereotypes and Expectations	Adult Culture
Difficult Conversations	Adult Culture
Adult Culture Session • Build Gingerbread houses	Adult Culture



•	Secret Snowflake	
•	Team building	

Additional Professional Development:

Meeting	Description		
Weekly Text Analysis Planning Sessions	Leaders and teachers plan text analysis lessons together		
Weekly Data Meetings	Starting in November, leaders lead Weekly Data Meetings focusing on student work from different blocks each week: Text Analysis, Math Workshop, Problem Solving, Fundations, Word Study		
Math Unit Previews	Leaders lead Unit Previews with grade teams for all Math Workshop Units (every 3-6 weeks per grade)		
ELA Unit Previews	Leaders lead Unit Previews with grade teams for all Reading Units (every 6 weeks)		
Clubs (Intervention/Enrichment) Data Meetings	Education Manager meets with grade teams to use data to plan academic and socioemotional intervention/enrichment groups instruction		
Weekly Coaching Meetings	Leaders meet with teachers weekly to provide observation feedback and coaching		
Lesson Plan Review & Feedback	Lesson plan review & feedback is provided by leaders and teacher leaders. Feedback on differentiation and lesson plan internalization.		
Promise Prep Consultant Relationships	Consultant Relationships and Visits: • Beth Zang from Lavinia Group for: • Text Analysis support • CGI Math Instruction support • Guided Reading • Derris Ross for Trauma-Informed Trainings • CHIME Institute for Inclusive Education/IDOE SPED Support		

Attachment U

Insurance Estimate: Promise Prep

Prepared on: May 15, 2020

By: Chad Miller

To Whom It May Concern:

We appreciate the opportunity to provide the outlined insurance estimate for Promise Prep.

Miller Insurance Group has operated as an independent agency in Indiana since 1937. We have earned outstanding relationships built on trust, industry knowledge, and service excellence. We are a supporter of quality education in Indiana, whether it be a traditional public school, charter school, or independent school, we want all students in Indiana to have the opportunity to receive an excellent education regardless of the zip code in which they are born. One of our agents, Chad Miller, spent six years working in a public charter school, four of which were as an administrator. Our agency is uniquely positioned to provide coverage which meet the requirements of the law and the Indianapolis Mayor's Office of Education and Innovation, and to advise our clients on school-specific strategies to mitigate risk.

General Information

- We are licensed to do business in The State of Indiana as required by law.
- We will utilize the following carriers, which are admitted in the State of Indiana, to place Invent Learning Hub's exposure: Hanover Insurance, Liberty Mutual, Markel, Selective, and Travelers Insurance. We also have access to secondary markets in the event Invent Learning Hub is not able to be placed with a standard carrier.
- We will only place this school with at least an "A" rated insurance carrier as determined by A.M. Best rating guidelines.

Office of Education and Innovation Insurance Requirements

On behalf of Promise Prep, the following coverages can be secured to meet all requirements of the Office of Education and Innovation and/or additional insureds as appropriate:

- Commercial General Liability: \$1,000,000 per occurrence; \$2,000,000 aggregate
 NOTE: SUCH COMPREHENSIVE GENERAL LIABILITY INSURANCE MUST EXPRESSLY COVER CORPORAL
 PUNISHMENT LIABILITY AND ATHLETIC PARTICIPATION MEDICAL COVERAGE.
- Directors' and Officers' Liability/ Educators' Legal Liability/ Employment Practices Liability: \$1,000,000 per occurrence; \$3,000,000 aggregate
- Sexual Abuse Liability: \$1,000,000
 NOTE: SEXUAL ABUSE LIABILITY MUST BE A SEPARATE POLICY OR A SEPARATE COVERAGE PART WITH LIMITS
 INDEPENDENT OF OTHER COVERAGE PARTS IN THE GENERAL LIABILITY POLICY.
- Automobile Liability: \$1,000,000 combined single limit
- Umbrella (Excess Liability): \$3,000,000 per occurrence; \$3,000,000 aggregate
- NOTE THAT THE UMBRELLA POLICY MUST INCLUDE: COMMERCIAL GENERAL LIABILITY, DIRECTORS' AND OFFICERS' LIABILITY/EDUCATORS' LEGAL LIABILITY/EMPLOYMENT PRACTICES LIABILITY, AUTOMOBILE LIABILITY AND SEXUAL ABUSE LIABILITY.
- Workers Compensation Liability: As required by Indiana law

Based on the initial estimates, and the programming required, it would be our counsel that the following estimates could be used for budgeting purposes



Property and Casualty Insurance Coverage Estimate

Year One Projection (2021-2022 Academic Year) – New School: Tenant

Property and Casualty Insurance Coverage	Annual Premium
Liability	
Educators Legal Liability (ELL): Includes Directors and Officers Liability, Professional Liability, and Employment Practices Liability	\$10,450
Workers Compensation/Employer's Liability	\$6,355
Commercial General Liability (including "Abuse" or "Molestation")	\$4,560
Automobile Liability	\$225
Umbrella Liability	\$3,950
Liability Cost	\$25,540
Property	
Building	NA
Business Personal Property & Business Income and Extra expense	\$1,652
Property Cost	\$1,652
Total Cost	\$27,192
Optional Coverages	
Commercial Auto	\$1,975
Cyber Liability	\$569 – \$1,249
Law Enforcement Professional	\$1,760
Active Shooter	\$6,175
Foreign Travel Liability	\$1,245
Student Accident (\$25,000 medical coverage for \$5.80 annually per student) –	
This is a required coverage for IHSAA sanctioned schools.	\$2,923

Estimates were made based on the following:

- 504 Students
- 31 Staff Members
- Business Personal Property Limit of \$1,250,000
- Optional Commercial Auto: One 16-passenger van

Health Insurance Estimate

The premiums shown below reflect comparable health insurance plans offered through Lifestyle Health for Indiana Charter School Network (ICSN) member schools, and through United Healthcare for Indianapolis Public Schools (IPS). The premiums are monthly. These are real rates that will be helpful for budgeting for one of a school's largest expenditures. The "ICSN" rates are based off charter schools who have been medically underwritten through the ICSN association health insurance plan. The "IPS" rates are published on myips.org and reflect the plan year running from 1/1/2018 - 12/31/2018.

Healthy 100 3000 vs. IPS H.S.A. \$3000										
ICSN Low ICSN Average ICSN High IPS Plan										
Employee	\$368	\$455	\$609	\$677						
Employee + Spouse	\$790	\$978	\$1,305	\$1,423						
Employee + Children	\$717	\$846	\$1,062	\$1,267						
Family	\$1,091	\$1,298	\$1,645	\$2,101						

Healthy Consumer 3000 vs. IPS H.S.A. Navigate \$3000									
ICSN Low ICSN Average ICSN High IPS Plan									
Employee	\$334	\$414	\$553	\$625					
Employee + Spouse	\$718 \$888		\$1,185	\$1,310					
Employee + Children	\$651	\$768	\$964	\$1,176					
Family	\$991	\$1,179	\$1,494	\$1,996					

Healthy 100 5000 vs. IPS Primary Advantage \$5000										
ICSN Low ICSN Average ICSN High IPS Plan										
Employee	\$332	\$411	\$550	\$642						
Employee + Spouse	\$714	\$883	\$1,179	\$1,386						
Employee + Children	\$648	\$764	\$959	\$1,229						
Family	\$986	\$1,173	\$1,486	\$2,067						

^{*}Important note: Insurance market conditions can change quickly, which makes it difficult to project insurance costs for the fall of 2021. This estimate has been put together using knowledge from our carrier companies and our experience insuring charter schools. Insurance rates can be affected by a number of factors and therefore come with a high degree of variability.

Should you have any questions, feel free to contact me by phone or through email.

For our youth,

Chad J. Miller

Chad Miller Miller Insurance Group | Insuring Schools e: chad@millerinsurancegrp.com c: (317) 939-6430







Wednesday, June 24, 2020 Geoffrey Fenelus Promise Prep Incorporated 1630 N. Meridian Street, Suite 450 Indianapolis, IN, 46202

Dear Geoffrey,

Congratulations! This letter serves as an official notification that the Indianapolis Charter School Board approved the establishment of Promise Prep Incorporated on Tuesday, June 23, 2020. The Mayor's Office is confident that Promise Prep will be a strong addition to our city's public school options and will provide high-quality educational opportunities for students.

To ensure we have the most accurate information on file, please respond to this letter with your most up-to-date grade configuration and grade-level and total school enrollment capacity projections. You may use the enrollment chart from Appendix 1: Charter Application Information Sheet in your full application to organize this information.

Our office will be in touch in the fall to discuss the pre-opening process. If you need to contact me before then, please email me at Patrick.McAlister@Indy.Gov or call me at 317-327-5527.

Sincerely,

Patrick McAlister

Patrick M Oliter

Director, Office of Education Innovation City of Indianapolis – Office of the Mayor

CC: Adam Milakofsky, Board Chair, Promise Prep Incorporated

Indiana Department of Education Budget Request Summary

Federal Program Title/Project

Charter Schools

Federal Agency

U.S. Department of Ed

CFDA Number

84.282A

Award Name

Quality Counts

Grantee Name

Promise Prep Academy

Grantee DUNS#

State Bidder Number

State Bidder Number Budget Categories	Planning Year	Year 1	Year 2	I	I	I	Total
buuget eategories	rianning rear	Implementation	Implementation				Total
Salary Cert	\$ 95,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 95,000.00
Salary Non Cert	\$ 32,500.00	\$ 44,000.00	\$ -	\$ -	\$ -	\$ -	\$ 76,500.00
Benefits Cert	\$ 8,000.00	\$ 55,000.00	\$ -	\$ -	\$ -	\$ -	\$ 63,000.00
Benefits Non Cert	\$ 4,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000.00
Professional Services	\$ 45,800.00	\$ 177,000.00	\$ -	\$ -	\$ -	\$ -	\$ 222,800.00
Rentals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Purchases	\$ 1,200.00	\$ 30,750.00	\$ -	\$ -	\$ -	\$ -	\$ 31,950.00
General Supplies	\$ 109,000.00	\$ 90,250.00	\$ -	\$ -	\$ -	\$ -	\$ 199,250.00
Property	\$ 4,500.00	\$ 203,000.00	\$ -	\$ -	\$ -	\$ -	\$ 207,500.00
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 300,000.00	\$ 600,000.00	\$ -	\$ -	\$ -	\$ -	\$ 900,000.00 \$

Reimbursement will only be made for charges specificially permitted under the scope of funding and in accordance with federal and Indiana State Law under the approved grant agreement.

Item	Number of Units	Cost per Unit	Vendor
Advertising & Marketing Supplies	1	\$6,000.00	Chameleon Marketing
Assistant Principal - Benefits	1	\$4,000.00	Kristy Jones
Assistant Principal - Salary	1	\$35,000.00	Kristy Jones
Bridges Math Intervention Program	1	\$5,000.00	Math Learning Center
Classroom Supplies	1	\$4,000.00	Amazon
Closed Reading Guides	1	\$24,000.00	Lavina Group
Curriculum Consultant	1	\$18,000.00	Lavinia Group
Director of Operations - Benefits	1	\$4,000.00	Leland Brown
Director of Operations - Salary	1	\$32,500.00	Leland Brown
Executive Director - Benefits	1	\$4,000.00	Geoffrey Fenelus
Executive Director - Salary	1	\$60,000.00	Geoffrey Fenelus
Financial Consultant	1	\$11,500.00	CIES
Fountas & Pinnell Benchmark Assessment	1	\$2,100.00	Fountas & Pinnell
Human Resource Consultant	4	\$1,000.00	Paylocity
Insight Humanities Curriculum	1	\$20,000.00	Lavina Group
K-8 Guided Reading Books	1	\$10,000.00	Scholastic
K-8 Math Curriculum	1	\$30,000.00	Eureka Math
Macbook Pro Apple Care Warranty	3	\$400.00	Apple
Macbook Pro Staff Laptops 15"	3	\$1,500.00	Apple
Marketing Consultant	13	\$400.00	Stone Solution Group/ The Artistry Group
Special Education Consultant	1	\$5,000.00	Global Special Education
Staff Summer PD Training	1	\$4,600.00	Promise Prep Staff
Teacher Supplies	1	\$5,400.00	Amazon

Rationale	Budget Category	Tot	tal
Funds will be allocated to purchase marke	Community Services Operations: General Supplies	\$	6,000.00
Funds will cover benefits for the Assistant	Instruction: Benefits (Cert.)	\$	4,000.00
Funds will cover salary costs for the Assista	Instruction: Salary (Cert.)	\$	35,000.00
Funds will cover the cost for the Bridges In	Instruction: General Supplies	\$	5,000.00
Funds will be allocated to purchase classro	Instruction: General Supplies	\$	4,000.00
Funds will cover the cost for Lavinia Group	Instruction: General Supplies	\$	24,000.00
Funds will cover the cost for a Lavinia Gro	Instruction: Professional Services	\$	18,000.00
Funds will cover the cost of benefits for th	Operations and Maintenance: Benefits (NonCert.)	\$	4,000.00
Funds will cover the cost of salary for the [Operations and Maintenance: Salary (NonCert.)	\$	32,500.00
Funds will provide benefits for the Executi	Instruction: Benefits (Cert.)	\$	4,000.00
Funds will provide benefits for the Executi	Instruction: Salary (Cert.)	\$	60,000.00
Cost includes seven months of Financial Co	Operations and Maintenance: Professional Services	\$	11,500.00
Funds will cover the cost for the Fountas &	Instruction: Professional Services	\$	2,100.00
Cost includes four months of consulation	Operations and Maintenance: Professional Services	\$	4,000.00
Funds will cover the cost for The Insight H	Instruction: General Supplies	\$	20,000.00
Funds will cover the cost for Guided Readi	Instruction: General Supplies	\$	10,000.00
Funds will cover the cost for Eureka Mathe	Instruction: General Supplies	\$	30,000.00
Funds will cover the cost for the apple care	Instruction: Other Purchased Services	\$	1,200.00
Funds will cover the cost for MacBook Pro	Instruction: Property	\$	4,500.00
Funds will be allocated for online social m	Community Services Operations: Professional Services	\$	5,200.00
Funds will cover the cost for a Global Spec	Support Services (Student): Professional Services	\$	5,000.00
Funds will cover the cost for Summer Insti	Instruction: General Supplies	\$	4,600.00
Funds will be allocated to purchase classro		\$	5,400.00
		\$	-
		\$	-

Budget Category	To	tal	
Instruction: Salary (Cert.)		\$	95,000.00
Instruction: Benefits (Cert.)		\$	8,000.00
Instruction: Salary (NonCert.)		\$	-
Instruction: Benefits (NonCert.)		\$	-
Instruction: Professional Services		\$	20,100.00

Instruction: Rentals	\$ -
Instruction: Other Purchased Services	\$ 1,200.00
Instruction: General Supplies	\$ 103,000.00
Instruction: Property	\$ 4,500.00
Instruction: Other	\$ -
Support Services (Student): Salary (Cert.)	\$ -
Support Services (Student): Benefits (Cert.)	\$ -
Support Services (Student): Salary (NonCert.)	\$ -
Support Services (Student): Benefits (NonCert.)	\$ -
Support Services (Student): Professional Services	\$ 5,000.00
Support Services (Student): Rentals	\$ -
Support Services (Student): Other Purchased Services	\$ -
Support Services (Student): General Supplies	\$ -
Support Services (Student): Property	\$ -
Support Services (Student): Other	\$ -
Improvement of Instruction: Salary (Cert.)	\$ -
Improvement of Instruction: Benefits (Cert.)	\$ -
Improvement of Instruction: Salary (NonCert.)	\$ -
Improvement of Instruction: Benefits (NonCert.)	\$ -
Improvement of Instruction: Professional Services	\$ -
Improvement of Instruction: Rentals	\$ -
Improvement of Instruction: Other Purchased Services	\$ -
Improvement of Instruction: General Supplies	\$ -
Improvement of Instruction: Property	\$ -
Improvement of Instruction: Other	\$ -
Other Support Services: Salary (Cert.)	\$ -
Other Support Services: Benefits (Cert.)	\$ -
Other Support Services: Salary (NonCert.)	\$ -
Other Support Services: Benefits (NonCert.)	\$ -
Other Support Services: Professional Services	\$ -
Other Support Services: Rentals	\$ -
Other Support Services: Other Purchased Services	\$ -
Other Support Services: General Supplies	\$ -

Other Support Services: Property	\$ -
Other Support Services: Other	\$ -
Operations and Maintenance: Salary (Cert.)	\$ -
Operations and Maintenance: Benefits (Cert.)	\$ -
Operations and Maintenance: Salary (NonCert.)	\$ 32,500.00
Operations and Maintenance: Benefits (NonCert.)	\$ 4,000.00
Operations and Maintenance: Professional Services	\$ 15,500.00
Operations and Maintenance: Rentals	\$ -
Operations and Maintenance: Other Purchased Services	\$ -
Operations and Maintenance: General Supplies	\$ -
Operations and Maintenance: Property	\$ -
Operations and Maintenance: Other	\$ -
Transportation: Salary (Cert.)	\$ -
Transportation: Benefits (Cert.)	\$ -
Transportation: Salary (NonCert.)	\$ -
Transportation: Benefits (NonCert.)	\$ -
Transportation: Professional Services	\$ -
Transportation: Rentals	\$ -
Transportation: Other Purchased Services	\$ -
Transportation: General Supplies	\$ -
Transportation: Property	\$ -
Transportation: Other	\$ -
Community Services Operations: Salary (Cert.)	\$ -
Community Services Operations: Benefits (Cert.)	\$ -
Community Services Operations: Salary (NonCert.)	\$ -
Community Services Operations: Benefits (NonCert.)	\$ -
Community Services Operations: Professional Services	\$ 5,200.00
Community Services Operations: Rentals	\$ -
Community Services Operations: Other Purchased Service	\$ -
Community Services Operations: General Supplies	\$ 6,000.00
Community Services Operations: Property	\$ -
Community Services Operations: Other	\$ -
Indirect Cost Used	\$ -

Grand Total \$ 300,000.00

							Plann	in	g Year Bu	Jd	get
		110		120	211-290		211-290		311-319		440
	Expenditure	Sal	ary		Ben	efits		F	Professional		Rentals
Account Number	Account	Cert		Noncert	Cert		Non Cert		Services		
11000	Instruction	\$ 95,000.00	\$	-	\$ 8,000.00	\$	-	\$	20,100.00	\$	-
21000	Support Services - Student	\$ -	\$	-	\$ -	\$	-	\$	5,000.00	\$	-
22100	Improvement of Instruction (Professional Development)	\$ 1	\$	-	\$ 1	\$	-	\$	-	\$	-
22900	Other Support Services	\$ -	\$	-	\$ -	\$	-	\$	-	\$	-
26000	Operation & Maintenance	\$ -	\$	32,500.00	\$ -	\$	4,000.00	\$	15,500.00	\$	-
27000	Transportation	\$ -	\$	-	\$ -	\$	-	\$	-	\$	-
33000	Community Service Operations	\$ -	\$	-	\$ -	\$	-	\$	5,200.00	\$	-
	Column Totals	\$ 95,000.00	\$	32,500.00	\$ 8,000.00	\$	4,000.00	\$	45,800.00	\$	-
Indir	ect Cost Rate %:									Su	btract the amo

CSP Staffing								
Instructions: Complete the CSP Staffing information								
Staff Name	Staff Position	Cert/ Non-	FTE:	Stipend: Y/N	Split Funded:			
Geoffrey Fenelus	Executive Director	Certified	1	No	No			
Kristy Jones	Assistant Principal	Certified	1	No	No			
Leland Brown	Director of Operations	Non-Certified	1	No	No			

	510-593	611-689			611-689 710-748 800 - 8		710-748 800 - 899					
	Other		General		Property		Other	I	Line Totals			
	Purchase		Supplies									
\$	1,200.00	\$	103,000.00	\$	4,500.00	\$	-	\$	231,800.00			
\$	-	\$	-	\$	-	\$	-	\$	5,000.00			
\$	-	\$	-	\$	-	\$	-	\$	-			
\$	-	\$	-	\$	-	\$	-	\$	-			
\$	-	\$	-	\$	-	\$	-	\$	52,000.00			
\$	-	\$	-	\$	-	\$	-	\$	-			
\$	-	\$	6,000.00	\$	-	\$	-	\$	11,200.00			
\$	1,200.00	\$	109,000.00	\$	4,500.00	\$	-	\$	300,000.00			
unt d	above \$25,000 (per	individual contr	acte	ed service) from	you	total budget:					
				Tot	al after dedu	uctin	g Property:	\$:	300,000.00			
			T	ota	l Available fo	r Inc	lirect Costs:	\$	-			
			Amo	oun	t of Indirect (Cost	to be used:	\$	•			
	Grand Total After Indirect Cost								\$300,000.00			
elo	elow.											
	Additional Funding Source Position Description											
	Promise Prep's Executive Director oversees the											
				The	e Assistant Pri	ncip	al will serve o	as P	romise			
				The	e Director of C	Эре	ration will ser	ve (as Promise			

	Number of		
Item	Units	Cost per Unit	Vendor
Advertising & Marketing Supplies	1	\$20,000.00	Chameleon Group
Classroom Library	1	\$20,000.00	Scholastic
Classroom Storage Bins	85	\$20.00	Amazon
Classroom Supplies	1	\$10,000.00	Amazon
Curriculum Consultant	1	\$50,000.00	Lavinia Group
Curriculum Consultant - PD Travel Costs	12	\$1,000.00	Lavina Group
Document Cameras	20	\$250.00	Amazon
E-Rate Consultant	1	\$3,000.00	E-Central
Equity Driven Leadership Consultant	1	\$10,000.00	Just Instructions
Costs	2	\$1,000.00	Just Instructions
Executive Coaching Consultant	1	\$5,000.00	Be Spoken
Google Chromebook License Fee	350	\$25.00	Amazon
Headphones	350	\$18.00	Amazon
HP Chromebook Protective Cases	350	\$35.00	Amazon
HP Chromebooks - 11A G6	350	\$400.00	Amazon
Human Resources Consultant	1	\$4,000.00	Paylocity
LCD Interactive Touch Screen/Smartboard	14	\$2,000.00	Amazon
Macbook Pro Apple Care Warranty	20	\$400.00	Apple
Macbook Pro Staff Laptops 15"	20	\$1,500.00	Apple
Marketing & Advertising Consultant	1	\$15,000.00	Chameleon Group
Parent Advocate Liason	1	\$40,000.00	TBD
Parent Advocate Stipends	4	\$1,000.00	Various
Social Worker	1	\$55,000.00	TBD
Special Education Consultant	1	\$45,000.00	Global Special Education
Success for All Curriculum	1	\$10,000.00	Foundation
Success for All Staff PD Trainings	2	\$2,500.00	Foundation
Teacher Certification Program Fees	8	\$5,000.00	TFA/ TNTP/ Relay
Teacher Supplies	1	\$10,000.00	Amazon

Rationale	Budget Category	Total
Funds will be allocated to purchase mar	Community Services Operations: General Supplies	\$ 20,000.00
Fund will cover the cost for classroom li	Instruction: General Supplies	\$ 20,000.00
Fund will cover the cost for classroom li	Instruction: General Supplies	\$ 1,700.00
Funds will be allocated to purchase clas	Instruction: General Supplies	\$ 10,000.00
Funds will cover the cost for a Lavinia G		\$ 50,000.00
Funds will cover the cost for a Lavinia G	Instruction: Other Purchased Services	\$ 12,000.00
Funds will cover the cost for document	Instruction: Property	\$ 5,000.00
Funds will cover the cost for an E-Rate c	Operations and Maintenance: Professional Services	\$ 3,000.00
Funds will cover the cost for a Equity Dr	Improvement of Instruction: Professional Services	\$ 10,000.00
Funds will cover the cost for an Equity D	Improvement of Instruction: Other Purchased Services	\$ 2,000.00
Funds will cover the cost for an Executiv	Improvement of Instruction: Professional Services	\$ 5,000.00
Funds will purchase 350 student Chrom	Instruction: Other Purchased Services	\$ 8,750.00
Funds will purchase 350 student headp	Instruction: General Supplies	\$ 6,300.00
Funds will cover the cost of student Chi	Instruction: General Supplies	\$ 12,250.00
Funds will cover the cost of student Chr	Instruction: Property	\$ 140,000.00
Funds will coverthe cost for Payroll, HR	Operations and Maintenance: Professional Services	\$ 4,000.00
Funds will purchase 14 student LCD Inte	Instruction: Property	\$ 28,000.00
Funds will cover the cost for the apple c	Instruction: Other Purchased Services	\$ 8,000.00
Funds will cover the cost for MacBook P	Instruction: Property	\$ 30,000.00
Funds will be allocated to purchase mar	Community Services Operations: Professional Services	\$ 15,000.00
Parent Advocate Liason will directly sup	Community Services Operations: Salary (NonCert.)	\$ 40,000.00
\$250/ week for four weeks for Parents to	Community Services Operations: Salary (NonCert.)	\$ 4,000.00
Funds will cover salary costs for the Soc	Support Services (Student): Benefits (Cert.)	\$ 55,000.00
Funds will cover the cost for a Global Sp	Instruction: Professional Services	\$ 45,000.00
Funds will cover the cost for Success for	Instruction: General Supplies	\$ 10,000.00
Funds will cover the cost for Success for	Improvement of Instruction: Professional Services	\$ 5,000.00
Funds will cover the cost for Teacher Ce	Instruction: Professional Services	\$ 40,000.00
Funds will be allocated to purchase tead	Instruction: General Supplies	\$ 10,000.00
		\$ -

Budget Category	To	otal
Instruction: Salary (Cert.)	\$	-
Instruction: Benefits (Cert.)	\$	-
Instruction: Salary (NonCert.)	\$	-
Instruction: Benefits (NonCert.)	\$	-
Instruction: Professional Services	\$	135,000.00
Instruction: Rentals	\$	-
Instruction: Other Purchased Services	\$	28,750.00
Instruction: General Supplies	\$	70,250.00
Instruction: Property	\$	203,000.00
Instruction: Other	\$	-
Support Services (Student): Salary (Cert.)	\$	-
Support Services (Student): Benefits (Cert.)	\$	55,000.00
Support Services (Student): Salary (NonCert.)	\$	-
Support Services (Student): Benefits (NonCert.)	\$	-
Support Services (Student): Professional Services	\$	-
Support Services (Student): Rentals	\$	-
Support Services (Student): Other Purchased Services	\$	-
Support Services (Student): General Supplies	\$	-
Support Services (Student): Property	\$	-
Support Services (Student): Other	\$	-
Improvement of Instruction: Salary (Cert.)	\$	-
Improvement of Instruction: Benefits (Cert.)	\$	-
Improvement of Instruction: Salary (NonCert.)	\$	-
Improvement of Instruction: Benefits (NonCert.)	\$	-
Improvement of Instruction: Professional Services	\$	20,000.00
Improvement of Instruction: Rentals	\$	-
Improvement of Instruction: Other Purchased Services	\$	2,000.00
Improvement of Instruction: General Supplies	\$	-
Improvement of Instruction: Property	\$	-
Improvement of Instruction: Other	\$	-
Other Support Services: Salary (Cert.)	\$	-
Other Support Services: Benefits (Cert.)	\$	-

Other Support Services: Salary (NonCert.)	\$ -
Other Support Services: Benefits (NonCert.)	\$ -
Other Support Services: Professional Services	\$ -
Other Support Services: Rentals	\$ -
Other Support Services: Other Purchased Services	\$ -
Other Support Services: General Supplies	\$ -
Other Support Services: Property	\$ -
Other Support Services: Other	\$ -
Operations and Maintenance: Salary (Cert.)	\$ -
Operations and Maintenance: Benefits (Cert.)	\$ -
Operations and Maintenance: Salary (NonCert.)	\$ -
Operations and Maintenance: Benefits (NonCert.)	\$ -
Operations and Maintenance: Professional Services	\$ 7,000.00
Operations and Maintenance: Rentals	\$ -
Operations and Maintenance: Other Purchased Services	\$ -
Operations and Maintenance: General Supplies	\$ -
Operations and Maintenance: Property	\$ -
Operations and Maintenance: Other	\$ -
Transportation: Salary (Cert.)	\$ -
Transportation: Benefits (Cert.)	\$ -
Transportation: Salary (NonCert.)	\$ -
Transportation: Benefits (NonCert.)	\$ -
Transportation: Professional Services	\$ -
Transportation: Rentals	\$ -
Transportation: Other Purchased Services	\$ -
Transportation: General Supplies	\$ -
Transportation: Property	\$ -
Transportation: Other	\$ -
Community Services Operations: Salary (Cert.)	\$ -
Community Services Operations: Benefits (Cert.)	\$ -
Community Services Operations: Salary (NonCert.)	\$ 44,000.00
Community Services Operations: Benefits (NonCert.)	\$ -
Community Services Operations: Professional Services	\$ 15,000.00

Community Services Operations: Rentals	\$	-
Community Services Operations: Other Purchased Services	\$	-
Community Services Operations: General Supplies	\$	20,000.00
Community Services Operations: Property	\$	-
Community Services Operations: Other	\$	-
Indirect Cost Used	\$	-
Grand Total	\$ (600,000.00

									Y	ea	r 1 Budge	et	
			110		120		211-290		211-290		311-319		440
	Expenditure		Sal	ary	ary		Ben		3	Professional Services			Rentals
Account Number	Account		Cert	1	Voncert	Cert		Non Cert					
11000	Instruction	\$	-	\$	-	\$	-	\$	-	\$	135,000.00	\$	-
21000	Support Services - Student	\$	-	\$	-	\$	55,000.00	\$	-	\$	-	\$	-
22100	Improvement of Instruction (Professional Development)	\$	-	\$	-	\$	-	\$	-	\$	20,000.00	\$	-
22900	Other Support Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
26000	Operation & Maintenance	\$	-	\$	-	\$	-	\$	-	\$	7,000.00	\$	-
27000	Transportation	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
33000	Community Service Operations	\$	-	\$	44,000.00	\$	-	\$	-	\$	15,000.00	\$	-
	Column Totals	\$	-	\$	44,000.00	\$	55,000.00	\$	-	\$	177,000.00	\$	-
Indirect Cost Rate %:												Su	btract the amo

				CSP Staffing				
Instructions: Complete the CSP Staffing information								
Staff Name	Staff Position	Cert/ Non-	FTE:	Stipend: Y/N	Split Funded:			
TBD	Parent Liason Advoate	Non-Certified	1	No	No			
TBD	Parent Advocate Stipends	Non-Certified	0.5	Yes	No			
TBD	Social Worker	Certified	1	No	No			

ne Totals								
ilo rolalo								
437,000.00								
55,000.00								
22,000.00								
•								
7,000.00								
-								
79,000.00								
600,000.00								
00,000.00								
-								
-								
300,000.00								
a liaison								
Promise Prep's Social Worker will work to								
CTO								

INTERNAL REVENUE SERVICE P. O. BOX 2508 CINCINNATI, OH 45201 DEPARTMENT OF THE TREASURY

Appendix D

Date: JUN 0 9 2020

PROMISE PREP INC
C/O FAEGRE BAKER DANIELS LLP
JOSEPH E MILLER JR
300 NORTH MERIDIAN ST STE 2500
INDIANAPOLIS, IN 46204

Employer Identification Number: 84-4553687 DLN: 29053050306000 Contact Person: JULIE CHEN ID# 31261 Contact Telephone Number: (877) 829-5500 Accounting Period Ending: June 30 Public Charity Status: 170(b)(1)(A)(ii) Form 990/990-EZ/990-N Required: Yes Effective Date of Exemption: November 14, 2019 Contribution Deductibility: Yes Addendum Applies: No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

PROMISE PREP INC

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Director, Exempt Organizations

stephen a. martin

Rulings and Agreements

Promise Prep Enrollment Plan/Policy

Grade	Year 1 Enrollment	Year 2 Enrollment	Year 3 Enrollment	Year 4 Enrollment	Year 5 Enrollment	Year 6 Enrollment	Year 7 Enrollment
К	56	56	56	56	56	56	56
1	56	56	56	56	56	56	56
2	56	56	56	56	56	56	56
3	56	56	56	56	56	56	56
4	56	56	56	56	56	56	56
5	56	56	56	56	56	56	56
6	56	56	56	56	56	56	56
7	56	56	56	56	56	56	56
8	56	56	56	56	56	56	56
Total	504	504	504	504	504	504	504

Rationale for size

Promise Prep seeks to partner with IPS to restart a chronically low-performing neighborhood school. Given the history of volatile enrollment trends at Innovation Network restart schools in Indianapolis, Promise Prep's enrollment charts take into account current enrollment at known underperforming schools and creates room for additional student enrollment to ensure all students who live in the neighborhood boundary are able to access seats at the school. As stated above, there are 9,943 school-age children under the age of 14, but only a fraction of them are currently enrolled in their zoned neighborhood school.

Promise Prep Survey

In a recent survey conducted by Promise Prep, more than half of the people surveyed are not satisfied with the education and services provided by their neighborhood schools. When surveying community members, Promise Prep found that more than 90% of the individuals surveyed agreed that their neighborhood school should serve students holistically. Additionally, about 50% of the individuals surveyed said they don't believe their neighborhood school is safe, joyful, and structured. Also, above 90% of the participants want their neighborhood school to offer the most rigorous curricula and support for students as they work to achieve at high levels. Furthermore, 90% believe their neighborhood school should actively integrate families and community partners in the school community. Finally, our survey found that 53% of individuals surveyed believe their neighborhood school should believe in their child's potential.

Promise Prep Recruitment Plan

Promise Prep will utilize a multi-pronged recruitment strategy that ensures that the community is aware of, and has input about, the changes at the school, while also ensuring that all current students are able to return to the school.

1. Retaining Current Students

Promise Prep will be a restart and will prioritize retaining current students at the school we
restart. In order to ensure a smooth transition, we will work with IPS to meet families and
students prior to the end of the current academic year.

2. Recruiting New Students

o In an effort to ensure Promise Prep is known to families in the community who may be seeking better educational options, we will participate in community outreach events with local churches, youth organizations, and community centers. The leadership team will also canvass the school's neighborhood to both engage stakeholders and ensure the neighborhood is aware of coming changes at the school. We will market these canvassing and event efforts on social media and through door hangers, flyers, and other swag (pens, bags, etc.) that will be distributed at community events. We will also work with Enroll Indy to participate in their planned community engagement events. Because it is our intent to partner with IPS to restart a neighborhood school, we will restrict our recruitment efforts to a certain geography to ensure that all students who live in that neighborhood are given a chance to access the school.

3. Other Events

o In an effort to ensure we reach as many families as possible, Promise Prep will host regular community events at the school site that allow families to register through Enroll Indy on site. These events will include micro-demonstrations of the school model.

Promise Prep enrollment practices will comply with Indiana law and applicable federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, and including but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990. Enrollment in the school will be open to all students. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, ancestry, or any other criteria that would be unlawful. The leadership at Promise Prep will adhere to any applicable desegregation orders.

Promise Prep will participate in Enroll Indy, which provides families the opportunity to choose a school that meets their student's needs and ensures equitable access to all schools of choice for families in accordance with Indiana's open enrollment policies. Promise Prep believes that a strong common enrollment system helps "level the playing field" for students no matter their families' income level or social standing in the community and provides access to quality schools for all students. As an Innovation Network School, we will give students in our neighborhood zone priority in the lottery process, and any remaining seats will be open to applicants outside of our community. Promise Prep will accept students throughout the year as its enrollment targets and facility space allow, and any student who is currently residing in, or moves into, the school's zoned area will be guaranteed a seat at the school at any time.

The leadership at Promise Prep recognizes that there was recently a school closure on the Far Eastside, causing hundreds of students to be displaced. It is our mission to bring the Far Eastside a community-focused, sustainable school option that recognizes and embraces the unique assets and challenges of the neighborhood. We are excited about the new high school options that are coming to the area and are committed to preparing our scholars to access and succeed in these exciting opportunities.



DISCIPLINE PROTOCOL

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VISION

Promise Prep's Discipline Policy adheres to 3 guiding principles:

- 1 PP aims to create a **positive** culture which emphasizes success and motivates students to succeed.
- 2 Strong classroom management is based on strong relationships between and among teachers and students. As such, disciplinary consequences at PP should be **relational**; this means that consequences should promote relationship-building and repair (e.g. between a pair of students or between a teacher and a student). Consequences that do not have a relational component are not aligned with PP's vision.
- 3 PP serves all students, no matter how challenging.

LEVEL 1

	LEVEL 1 OFFENSES		CONSEQUENCES/INTERVENTIONS
	Student is out of uniform		Student is sent to office or grade level representative to change into spare uniform.
	Inappropriate behavior (e.g. talking) at assembly, hallway, or Roundup <i>3+ times</i>		Lunch Practice 1 day
•	Getting out of seat Talking at inappropriate times Calling out On 3 rd reminder in a class period		Lunch Practice 1 day Optional phone call home
	Inability or refusal to follow class procedures		Lunch Practice 1-2 days Optional phone call home
	Discriminatory language		Lunch Practice (student completes relevant reflection) 1:1 informal discussion for 1 st time offense
	Violating the food policy (e.g. gum-chewing, candy, seeds, any non-water beverage, etc.)		Student is asked to put food away/dispose of it Lunch Practice , or after school Practice must include contribution to the community's cleanliness (i.e. sweep a classroom, pick up garbage from community spaces) Optional phone call home
	Theft or vandalism of community property (Pens/pencils, sports equipment, classroom materials intended for student use within the classroom, school lunch, books, clipboards)		Lunch Practice Reparations (apology, monetary, community service, etc.) Optional counseling Optional parent meeting
	First Offense Plagiarism (copying homework or in-class assignment)	ا ا 🛮	Lunch Practice/meeting with teacher to discuss ramifications of plagiarism Required phone call home Re-do the assignment
	Inappropriate language, name-calling, or taunting; or participation in an inappropriate verbal altercation		Lunch Practice 1-3 days Required phone call home (student repeats language to parent/guardian)
	Roughhousing/ Inappropriate Touch		Lunch Practice 1-3 days Required phone call home Required psycho-education for inappropriate touch
	Disrespect towards a teacher or supervising adult (rolling eyes, sucking teeth, attitude issues, acts of frustration)		Lunch Practice 1-3 days or Extended-Day Practice Required phone call home Parent Meeting if behavior doesn't improve
	Inappropriate use or ringing of cellphones/electronics (cellphones are permitted but they must be turned off)		1st offense: Item is confiscated by teacher. Required call home. Item returned at the end of day. 2nd offense: Item is confiscated. Teacher calls parents and sends email to office informing of incident. Item is picked up from the office by parent/guardian. For repeat offenders, the item will be confiscated and will be picked up by parent/guardian after a specified amount of time as approved by Principal/Director/Assistant Dir.
	Wearing hats at any time (except on field) Wearing hoodies while seated in classroom (includes hoodies under uniform shirt)		Student is asked to remove hat or hoodie Hat/hoodie is confiscated by teacher if not removed 1st offense - returned at Roundup 2nd offense - picked up by parent/guardian

PROTOCOL FOR LEVEL 1 OFFENSES

- 1. Level 1 Consequences can only be applied for Level 1 Offenses as defined in the chart above.
- 2. The teacher will enter Level 1 offenses in the SIS discipline section.
- 3. Each day there will be lunch practice as follows:
 - o Dean's Office is responsible for the student(s) sent to practice and will monitor the 'task' for each student. Teacher's must follow-up appropriately to ensure the relationship is being repaired
 - o For multi-day practices, student should have a task to complete for each day (reflection, mediation conversations, etc.)
 - o Lunch practice may be assigned in increments of time (5, 10, 15 minutes, etc.).
 - o If 2 or more teachers assign practice to the same student on the same day, the student will serve his/her time at the discretion of the grade level.
 - o Grade levels determine which teachers monitor students who are in practice for an out-of-class (e.g. hallway) offense.
- 4. If a student earns lunch practice based on behavior in a class that takes place after lunch, then the teacher may assign the practice session for the following school day.
- 5. If a student commits a level 1 offense *during* lunch/recess, the supervising Dean's Office supervising will (a) enforce silent lunch and no recess for that student for the remainder of the lunch period *and* the following day and (b) make a phone call home.

<u>FOR CONSISTENT LEVEL 1 OFFENSES</u>—defined as 3 or more offenses with the same teacher or for the same behavior or 5 or more offenses in the PP community within a 2 week period (as documented in SIS).

PSS (Parent-Shadow Suspension): The parent/guardian of the student will be contacted by the teacher, Dean or social worker and asked to supervise their student in the class where the offenses have taken place. The parent/guardian will also participate in a conference with the teacher, Dean, social worker, and Principal/Director of Achievement when applicable.			
TSS (Teacher-Shadow Suspension): A teacher may request TSS with a student as outlined in Level 2 Protocols. TSS may served with an individual teacher, grade level team, or on another grade depending on the nature of the offenses.			
Team Intervention: The student and a parent/guardian will be asked to attend a meeting with all of the teachers and the social worker on that grade-level team. At this meeting, the team and the student's family will come together to design a specific intervention plan. They will also schedule a follow-up conference within 2 weeks of the initial meeting to track the student's progress.			
After-School Intervention: A grade-level team may design an after-school intervention program in specific situations approval from the Principal/Director of Achievement/ Dean of Student and parent/guardian. If approved, all logistics be emailed to the Leadership team.			
_Student Exchange Program: Teachers may only send a student out of the room for a Level 1 Offense as part of an approved Student Exchange Program. While not recommended, teachers may develop an agreement with another teacher who will accept students who are sent out of the room. All student exchange agreements must be e-mailed to the Principal/Director of Achievement/ Dean of Student and social worker prior to implementation. In certain circumstances, a Student Exchange			

- o A student who is sent to another teacher's room must be sent with a pass and a responsible student escort and the specified amount of time of the removal (up to 15 minutes).
- o Any teacher who sends a student out of the room as part of the student exchange program must still assign that student the relevant Level 1 offense, which must be entered in SIS.

Program can be approved after the initial exchange. Agreements should adhere to the following guidelines:

- o Any teacher who sends a student out of the room as part of the Student Exchange Program must call the family following each use of the Student Exchange Program.
- o If a student has been sent out of the room 3 times from the same class, the teacher in collaboration with the family and grade level team need to develop with an alternative intervention at a family meeting. The student exchange program is no longer an option for that student.

LEVEL 2 OFFENSES

	LEVEL 2 OFFENSES		CONSEQUENCES/INTERVENTIONS
	Flagrant Plagiarism/Cheating (can include repeat offenses of copying)		nch Practice 2-3 days or 1 day of ISS, 0 on assignment ounseling with Social worker (minimum of 3 sessions)
	Leaving class without permission or failing to attend a class (e.g. "cutting")	served be	udent will make up double the amount of class time missed (to be during lunch practice, another period, before breakfast eginning at 7:45, or after-school at the grade team's discretion). e addendum for protocol
	Blatant/Extreme Disrespect of a Teacher or Staff Member (as approved by Director/Asst. Dir.)	☐ 1-! Su Su	otional removal from class to Dean's office 5 days combination of Lunch Practice or Teacher Shadow Ispension (TSS) or In School Suspension (ISS) or Out of School Ispension Ounseling with Social Worker (minimum of 3 sessions)
	Extreme bullying (physical, verbal or cyber)		mediate removal from class to office
	Persistent bullying ORA serious act of bullying		5 days combination- Lunch Practice or In-School Suspension (ISS) Out of School Suspension
	o machine de con sum, mg	☐ Co	bunseling with Social Worker (minimum of 3 sessions) arent meetings for offender and individual who has been bullied ither together or separately)
		□ Pu	ablic acknowledgement of offense (i.e. post an apology on social edia site where offense took place, apology in front of class, etc.)
	Theft/vandalism of the property of a teacher, student, or school (personal property or		imediate removal from class to office 5 days of In-School Suspension (ISS) or 1-5 days of Out of School
	high-value item which is property of the school)		spension
	or theft of community property (i.e. local		7 hours of community service
	bodega)		ounseling with Social Worker (minimum of 3 sessions)
	Physical altercation	☐ 1-5 Su	nmediate removal from class to Dean's office 5 days of In-school suspension (ISS) or 1-5 days of Out of School spension
	Control House are and final tides continue		ounseling with Social Worker (minimum of 3 sessions) mediate removal from class to office
	Sexual Harassment (includes sexting)	□ Pa (ei	rent meetings for offender and student who has been bullied ither together or separately)
			5 days of In-school suspension (ISS) or 1-5 days of Out of School spension (OSS
			esearch based assignment on Sexual Harassment
<u></u>			
	· · · · · · · · · · · · · · · · · · ·		
	(di des di dicolloi)		10 days of In-school suspension (ISS) or 3-10 days of Out of
		Sc	hool Suspension
	Assault/physical aggression towards a staff		nmediate removal from class to office
	member (Assault is defined as intentionally		otification of local law enforcement (as necessary)
	attempting to cause or causing physical harm to		10 days of ISS or OSS
	member (Assault is defined as intentionally	1-1-1 Su	5 days of In-school suspension (ISS) or 1-5 days of Out of School spension (OSS search based assignment on Sexual Harassment bunseling with Social Worker (minimum of 3 sessions) mediate removal from class to office offication of local law enforcement 10 days of In-school suspension (ISS) or 3-10 days of Out of hool Suspension bunseling with Social Worker (minimum of 3 sessions) and possible referral to outside agency mediate removal from class to office offication of local law enforcement (as necessary)

For all Level 2 Offenses parents/families will be notified by the Dean of Students and follow up meetings will be scheduled.

PROTOCOL FOR LEVEL 2 OFFENSES

- 1. For a level 2 offense, the teacher text the Dean's office phone to request removal of student from class. Principal/Director of Achievement/Director of Operations/Dean of Students/SW will come to escort student. If a student leaves the classroom without permission, text the Dean's office office phone immediately and give the name of the student who left and that they should be brought to the office. NO student should be escorted to the office by another student.
 - a. After a teacher text the Dean's office phone, they must complete the Level 2 Office Referral and hand it to the Principal/Director of Achievement/Director of Operations/Dean of Students/Culture Coach/SW when they pick up the student. If the student has left without permission, the teacher will send another student to the office with the checklist.
 - b. Once the student enters the Office, the checklist will be handed to the appropriate admin team member and the student will be given a Reflection Sheet. The student will work independently on the Reflection Sheet until the Principal/Director of Achievement/Director of Operations/Dean of Students/SW able to meet with the student.
- 2. If the student has committed a Level 2 offense, DOS/ Culture Coach/ Social Worker(s) will call the student's parent/guardian to give a brief report of the incident. The student will then be escorted to the Dean's Office where they will be supervised by the Culture Coach. If the Level 2 Offense requires notification of the local law enforcement agency (e.g. Possession of a weapon or an illicit substance (drugs or alcohol), assault, etc.), the DOS/SW will notify the local law enforcement agency and the parent/guardian will be asked to come pick the child up from school for the remainder of the day.
- 3. As soon as possible (but no later than 5:00 p.m. on the day of the incident), the supervising teacher must submit the Level 2 incident in SIS.
- 4. Principal/Dean of Student/Director of Achievement will review all Level 2 offenses to determine and approve consequences, which will be communicated to the grade level team.
- 5. The Grade Level Social Worker/DOS coordinates a meeting with the parent/guardian, the supervising teacher, and (if needed) the Principal/Director of Achievement/ Dean of Students. If the Level 2 Offense is Blatant/Extreme disrespect of a teacher, then that teacher (not the social worker) is responsible for calling home and organizing the parent meeting.

FOR CONSISTENT LEVEL 2 OFFENSES: For consistent Level 2 offenders (defined as three Level 2/ISS/OSS incidents within a trimester) the Grade Level Teams must come together to discuss the individual student's case, conduct a family meeting, and develop alternatives to ISS/OSS for future incidents. The Culture Coach will notify the appropriate grade-level team and the Principal/Director of Achievement/Director of Operations/Dean of Students/SW after the 3rd Level 2 offense.

_TSS (Teacher-Shadow Suspension): A teacher may request TSS with a student as outlined in Level 2 Protocols. TSS may be
served with an individual teacher, grade level team, or on another grade depending on the nature of the offenses.
Alternate Schedule: The respective grade level team may make a recommendation for an alternate schedule to the Principal/Director of Achievement/Director of Operations. Upon approval, the team will create a substitute program for the identified student; an intervention which will be reassessed every week. This schedule will allow the young person to work with all grade level teachers on a daily basis, and access all content material and homework. The student will not participate in their regular class schedule, but instead be supervised by teachers on grade level or Culture Coach. Student's progress will be tracked through an ISS point sheet.

AGSS (Alternate Grade Shadow Suspension): A student will transition into a lower grade for a day. This intervention will first be explored by respective Grade Level Leads and approved by the Principal/Director/Assistant Director. Once approved,

teachers will provide work to the Grade Level Lead by 8am on the morning of the intervention. Social Worker will support and facilitate the student's transition into the lower grade. Teachers will monitor student's work production and behavior on the ISS/TSS point sheet and provide appropriate points after each period. If student is unable to meet the designated points by the end of the day, he/she may be subject to another day of AGSS or a day in ISS.